

# Graduate Studies Bulletin

## 2020–2021 Addendum



FAIRLEIGH  
DICKINSON  
UNIVERSITY

www.fdu.edu

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# Important Notice: Academic Restructuring

As part of its strategic planning process, FDU is launching a new structure in fall 2020 that will establish independent professional schools and unite several units into one college of arts and sciences that sits on both of the New Jersey campuses. This restructuring allows the University to place greater emphasis on creating centers of excellence and uniting disciplines, an important and exciting step for the University that the University believes will provide an even more robust academic experience for its students. The Maxwell Becton College of Arts and Sciences and those University College: Arts • Sciences • Professional Studies components that are not part of a stand-alone professional school are merging into the newly configured Maxwell Becton College of Arts and Sciences, a synergy that will benefit current and prospective students greatly. Additionally, the Anthony J. Petrocelli College of Continuing Studies will be reconfigured as the Anthony J. Petrocelli Center for Continuing Studies, a nondegree-granting unit, with the graduate degree programs formerly housed within the college assigned to the School of Public and Global Affairs or the International School of Hospitality, Sports, and Management Tourism.

For the most up-to-date information concerning the new structure, including contact information for colleges, schools, departments, and programs, please visit the FDU website at: <https://www.fdu.edu/academics/colleges-schools/>

## ***Maxwell Becton College of Arts and Sciences:***

- Department of Biological Sciences
- Department of Chemistry, Biochemistry, and Physics
- Department of Communication
- Department of Criminology and Criminal Justice
- Department of Literature, Languages, Writing, and Humanities
- Department of Mathematics and Computer Science
- Department of Social Sciences and History
- School of the Arts

## ***Silberman College of Business:***

- Department of Accounting, Taxation, and Law
- Department of Economics, Finance, and International Business
- Department of Management and Entrepreneurship
- Department of Marketing, Information Systems, and Decision Sciences
- Graduate Programs

## ***Lee Gildart and Oswald Haase School of Computer Sciences and Engineering***

## ***Peter Sammartino School of Education***

## ***International School of Hospitality, Sports, and Tourism Management***

## ***Henry P. Becton School of Nursing and Allied Health***

## ***School of Pharmacy and Health Sciences***

## ***School of Psychology and Counseling***

## ***School of Public and Global Affairs***

## **Important Notice: New and Suspended Programs**

Effective fall 2020, Fairleigh Dickinson University is proud to offer the following new graduate programs:  
Higher Education (Ed.D.)  
Social Work (MSW)

The following graduate program has been suspended, effective fall 2020, and is not accepting applications at this time.  
Service Innovation and Leadership (M.S.)

**Addendum****Academic Calendar 2020–2021\***  
**(New Jersey Campuses)****Fall Semester 2020**

Registration/Academic	
Counseling and Advising	August 3–14
Classes Begin, 8 a.m. (Mon.)	August 17
Last Day for New Registrations and Final Drop/Add Changes (Mon.)	August 31
Labor Day Holiday (Mon.)	September 7
Midterm Progress Reporting Opens (Mon.)	September 21
Fall Recess Cancelled	
Midterm Progress Reporting Closes (Tue.)	October 13
Last Day of Fall Classes (Mon.)	November 16
Reading/Snow Makeup Days (Tue.)	November 17
Final Examinations (Wed.–Tue.)	November 18–24
<i>Grades due no later than 5:00 PM on the 3rd day after exam is administered.</i>	
Fall Semester Ends, 11 p.m. (Tue.)	November 24

**Notes regarding Fall Semester 2020 hours of instruction**

An additional 2.5 hours of instruction (or more depending on the hours per week for the course) will be distributed and conducted within the semester in order to meet required contact hours.

Programs that run back-to-back 8-week sessions during the fall semester will be adjusted to run for 7 weeks (instead of the usual 8), with instructors adjusting their scheduled time allotments to account for these shortened sessions. Classes for the first fall semester module block will begin Mon., August 17, and run through Sat., October 3, and classes within the second module block will run from Mon., October 5, through Sat., November 21.

**Winter Sessions 2020–2021**

<b>Winter Session I</b>	
Online Winter Session, based on 6-week model of Summer Sessions, allows some students to take one, two, or three courses totaling up to 9 credit hours.	
Classes Begin, 8 a.m. (Mon.)	December 1–22
Holiday Break for Christmas and New Year's	December 23–January 3
Classes Resume 8 a.m. (Mon.)	January 4–January 22
Martin Luther King Jr. Holiday (Mon.)	
Exams during class time; Session I ends, 11 p.m. (Fri.)	January 18
	January 22
<b>Winter Session II</b>	
Traditional model January Winter Session	
Classes Begin, 8 a.m. (Mon.)	January 4
Martin Luther King Jr. Holiday (Mon.)	January 18
Exams during class time; Session II ends, 11 p.m. (Wed.)	January 20

**Spring Semester 2021**

Registration/Academic	
Counseling and Advising	January 4–22
Classes Begin, 8 a.m. (Mon.)	January 25
Last Day for New Registrations and Final Drop/Add Changes (Mon.)	February 8
Midterm Progress Reporting Opens (Mon.)	March 1
Spring Recess	March 15–20
Online Registration for Summer 2021 Sessions Open (Mon.)	March 15
Classes Resume, 8 a.m. (Mon.)	March 22
Midterm Progress Reporting Closes (Sat.)	March 27
Last Day for Student Withdrawal from Classes (Fri.)	April 9
Priority Registration for Fall Semester 2021	April 12–23
Last Day of Classes, Spring Semester (Sat.)	May 8
Reading/Snow Makeup Days (Mon.–Tue.)	May 10–11
Final Examinations** (Wed.–Tue.)	May 12–18
Semester Ends, 11 p.m. (Tue.)	May 18
University Commencement	TBD

**Summer Sessions 2021**

<b>Summer Session I 2021</b>	
Classes Begin, 8 a.m. (Mon.)	May 24
Memorial Day Holiday (Mon.)	May 31
Memorial Day Holiday Makeup Day (Fri.)	June 4
Classes End, 11 p.m. (Sat.)	July 3
<b>Summer Session II 2021</b>	
Classes Begin, 8 a.m. (Mon.)	June 14
Independence Day Holiday (Mon.)	July 5
Independence Day Holiday Makeup Day (Fri.)	July 9
Classes End, 11 p.m. (Sat.)	July 24
<b>Summer Session III 2021</b>	
Independence Day Holiday (Mon.)	July 5
Classes Begin, 8 a.m. (Tue.)	July 6
Independence Day Holiday Makeup Day (Fri.)	July 9
Classes End, 11 p.m. (Sat.)	August 14

**Major Religious Holy Days**

The University respects the observance of major religious holy days by members of the campus community. Officers of administration and of instruction responsible for scheduling required academic activities or essential services are expected to avoid conflict with such holy days as much as possible.

\*The academic calendar is subject to change with appropriate notice.

\*\*Grades due no later than 5 p.m. on the third day after exam is administered.

# Academic Calendar 2020–2021\*

## (Vancouver Campus)

**Fall Trimester 2020**

Undergraduate New Student Orientation/Registration (Mon.–Fri.)	August 31–September 4
Labor Day Holiday (Mon.)	September 7
Undergraduate Classes Begin, 8 a.m. (Tue.)	September 8
Graduate New Student Orientation/Registration (Tue.–Fri.)	September 8–11
Graduate Classes Begin, 8 a.m. (Mon.)	September 14
Last Day for New Registrations and Final Drop/Add Changes (Mon.)	September 21
Thanksgiving Holiday (Mon.)	October 12
Thanksgiving Holiday Makeup Day (Thu.)	October 15
Midterm Grades Due (Mon.)	November 2
Last Day for Student Withdrawal from Classes (Mon.)	November 9
Remembrance Day Holiday (Wed.)	November 11
Remembrance Day Holiday Makeup Day (Thu.)	November 12
Registration for Spring 2021 Begins (Mon.)	November 16
Last Day of Classes, Fall (Sat.)	December 12
Final Examinations** (Mon.–Sat.)	December 14–19
Academic Term Ends, 11 p.m. (Sat.)	December 19
Term Break: No Classes	December 20, 2020, to January 17, 2021 (4 weeks)

**Spring Trimester 2021**

Undergraduate New Student Orientation/Registration (Mon.–Fri.)	January 11–15
Undergraduate Classes Begin, 8 a.m. (Mon.)	January 18
Graduate New Student Orientation/Registration (Mon.–Fri.)	January 18–22
Graduate Classes Begin, 8 a.m. (Mon.)	January 25
Last Day for New Registrations and Final Drop/Add Changes (Mon.)	February 1
Family Day Holiday (Mon.)	February 15
Family Day Holiday Makeup Day (Thu.)	February 18
Midterm Grades Due (Mon.)	March 15
Last Day for Student Withdrawal from Classes (Mon.)	March 22
Registration for Summer 2021 Begins (Mon.)	March 29
Good Friday Holiday	April 1
Good Friday Holiday Makeup Day (Thu.)	April 2
Good Friday Holiday (Fri.)	April 5
Easter Holiday (Mon.)	April 5
Easter Holiday Makeup Day (Thu.)	April 8
Last Day of Classes, Spring (Sat.)	April 24
Final Examinations** (Mon.–Sat.)	April 26–May 1
Trimester Ends, 11 p.m. (Sat.)	May 1
Vancouver Campus Pre-Commencement Dinner (Wed.)	May 5
Vancouver Campus Commencement (Thu.)	May 6
University Commencement in New Jersey	TBD
Term Break: No Classes	May 2 to May 24 (3 weeks)

**Summer Trimester 2021**

New Student Orientation (Mon.–Fri.)	May 17–21
Victoria Day (Mon.)	May 24
Classes Begin, 8 a.m. (Tue.)	May 25
Last Day for New Registrations and Final Drop/Add Changes (Mon.)	May 31
Registration for Fall 2021 Begins (Mon.)	June 21
Last Day for Student Withdrawal from Classes (Mon.)	June 28
Canada Day Holiday (Thu.)	July 1
Canada Day Holiday Makeup Day (Thu.)	July 8
Last Day of Classes (Sat.)	July 24
Final Examinations** (Mon.–Sat.)	July 26–31
Trimester Ends, 11 p.m. (Sat.)	July 31
Term Break: No Classes	August 1 to September 6 (5 weeks)

\*The academic calendar is subject to change with appropriate notice.

\*\*Some exams run to 9:30 p.m. on each day. Grades are due no later than 5 p.m. on the third day after the exam is administered.

## Addendum

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# The University

### **Florham Campus**

Madison, New Jersey

#### **Description**

*(Page 8)*

Updated Second Paragraph.

The Florham Campus serves a large residential undergraduate population, attracting students from across the country and abroad. During evenings and weekends, however, graduate and adult students are drawn to the campus's convenient and flexible degree programs. Studies are offered through the Maxwell Becton College of Arts and Sciences and the Silberman College of Business, as well as the Peter Sammartino School of Education, the Henry P. Becton School of Nursing and Allied Health, the International School of Hospitality, Sports, and Tourism Management, the School of Psychology and Counseling, the School of Public and Global Affairs. In addition to campus-based studies, the Silberman College hosts its executive M.B.A. and leadership development programs at the Wyndham Hamilton Park Hotel and Conference Center, which is located adjacent to the campus's grounds. In addition, FDU's School of Pharmacy and Health Sciences is located just down the road in a state-of-the-art facility one mile from campus.

### **Metropolitan Campus**

Teaneck, New Jersey

#### **Description**

*(Page 8)*

Updated Second Paragraph.

The Metropolitan Campus features a university atmosphere with an international perspective. Its location as a bedroom community of New York City helps it to attract nearly equal numbers of undergraduates, adult learners and full and part-time graduate students from throughout the country and the world. Minority and international students comprise nearly a third of the campus population, providing a decidedly cosmopolitan perspective to the campus. The campus offers ready access to the amenities and resources of a major city center, and the security and collegiality of a mid-sized college campus. Studies are offered through the Maxwell Becton College of Arts and Sciences and the Silberman College of Business, as well as the Lee Gildart and Oswald Haase School of Computer Sciences and Engineering, the Peter Sammartino School of Education, the Henry P. Becton School of Nursing and Allied Health, the International School of Hospitality, Sports, and Tourism Management, the School of Psychology and Counseling, and the School of Public and Global Affairs.

# Colleges and Schools

(Pages 11–15)

Updated.

Fairleigh Dickinson University is comprised of two colleges: Maxwell Becton College of Arts and Sciences and Silberman College of Business; seven stand-alone schools: Lee Gildart and Oswald Haase School of Computer Sciences and Engineering, Henry P. Becton School of Nursing and Allied Health, Peter Sammartino School of Education, International School of Hospitality, Sports, and Tourism Management, School of Pharmacy and Health Sciences, School of Psychology and Counseling and School of Public and Global Affairs; and the Anthony J. Petrocelli Center for Continuing Studies.

More than 50 graduate degree programs are offered by the colleges and schools. These degree programs and their faculty and staff are listed on this and the following pages. The admissions and academic requirements and detailed descriptions of each program are listed in alphabetical order within the Program section of this *Graduate Studies Bulletin* pages 41–259.

## Maxwell Becton College of Arts and Sciences

**Florham Campus, Madison, New Jersey; and Metropolitan Campus, Teaneck, New Jersey**

**Geoffrey S. Weinman, Dean**

The Maxwell Becton College of Arts and Sciences deepens students' understanding of their chosen fields, while teaching them to communicate and reason clearly and effectively. The College is committed to helping students advance their careers or continue studies for higher degrees.

### Programs

- Animation (M.A.)
- Animation (M.F.A.)
- Biology (M.S.)
- Chemistry (M.S.)
- Communication (M.A.)
- Cosmetic Science (M.S.)
- Creative Writing (M.F.A.)
- Creative Writing and Literature for Educators (M.A.)
- Criminal Justice (M.A.)
- Film (M.F.A.)
- Political Science (M.A.)

### Faculty & Staff

#### Administration

G.S. Weinman, Dean  
J. Boyd, Associate Dean  
J. Lehr, Associate Dean

#### Department of Biological Sciences

M. McClary, Chair; J. Salierno, Deputy Chair; J. Agugliaro, A. Benzecry, M. El-Sherbeini, I. Isquith, R. LoPinto, T. Loreng, P. Melloy, E. Morton, E. Myers, B. Narayanan, H. Parzer, N. Phillips, S. Reynolds, J. Stout, A. Wallace, H. Winters

#### Department of Chemistry, Biochemistry, and Physics

J. Dougherty, Chair; M. Elshaer, Deputy Chair; G. Anderle, S. Bashkova, J. Bogart, G. Dorata, B. Knorr, I. Kumar, M. Leonida, A. Murphy, G. Nandikotkur, E. Nunez, E. Salaski, A. Teslja

#### Department of Communication

G. Radford, Chair; C. Caldiero, Deputy Chair; B. Battistoli, K. Buzzard, K. Dunsmore, C. Foster, K. Haspel, S. Latson, T. LoPonte, S. Zhenbin

#### Department of Criminology and Criminal Justice

A. Shlosberg, Chair; E. Panuccio, Deputy Chair; D. Evans, E. Garcia, J. Kenny, J. Nowotny, M. Sacks, N. Swiderski

#### Department of Literature, Languages, Writing, and Humanities

M. Boyd, Chair; L. Corces, K. Douglas, N. Ghosh, J. Gifford, F. Ingledew, O. Makridis, G. Pastorino, A. Patrick, F. Pinto, M. Pitts, B. Rabinowitz, E. Reid, K. Sammond, J. Scorza, C. Shanafelt, A. Velasquez, J. Wagner, L. Winters, W. Zimmerle

#### Department of Mathematics and Computer Science

L. Khreisat, Chair; I. Darwish, R. Mayans, J. Namazi, P. Penrice, D. Richton, K. Sharma, G. Singh, N. Sinha, M. Slaby, Y. Teper, D.R. Tracy

#### Department of Social Sciences and History

G. Darden, Chair; C. Rasmussen, Deputy Chair; P. Burkholder, D. Cassino, F. Degiuli, R. Houle, L. Huertas, K. Jenkins, K. Kattelman, R. Nasser, R. Nisa, B. Ojo, B. Peabody, S. Raphaelides, C. Rasmussen, D. Rosen, J. Schiemann

#### School of the Arts

T. Rosen, Director; H. Libov, Chair and Director, M.F.A. in Film; R. Barkley, Director, M.A. and M.F.A. in Animation; R. Chace, Director, M.A. in Creative Writing and Literature for Educators; J. O'Neil, Coordinator of Graphic Design; R. Steinke, Director, M.F.A. in Creative Writing; Y. Aronson, J. Cinco, G. Cochrane, A. Cohen, D. Daniel, D. Grand, E. Hoffman, S. Hollis, D. Landau, Staci Lents, C. Loewus, Judy Moonelis, M. Roberts, J. Shaw

# Addendum

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## Silberman College of Business

**Florham Campus, Madison, New Jersey;  
Metropolitan Campus, Teaneck, New  
Jersey; and Vancouver Campus, British  
Columbia, Canada**

**Pierre A. Balthazard, Dean**

The Silberman College of Business is accredited by AACSB International - The Association to Advance Collegiate Schools of Business. AACSB is the premier business school accrediting body.

Silberman College is a tricampus college of the University, offering graduate programs at the Florham Campus, Madison, New Jersey; on the Metropolitan Campus, Teaneck, New Jersey; and the Vancouver Campus, British Columbia, Canada. Its major goal at the graduate level is to develop the analytical ability and perspective of the graduate student in order to contribute to success as a responsible executive.

The College, a community of committed educators, administrators and staff, has as its mission to instill in its students a superior level of business-management competence by offering distinctive programs that blend academic excellence and practical business knowledge with a global multicultural orientation.

The College aims to achieve recognition as a leading provider of high-quality, innovative education in business administration and as a leader in the enhancement of the practice of business management through the applied research and professional activities of the faculty.

The College achieves its mission through:

- Curricula that are directed to the educational growth of students and are responsive to the needs of the business community,
- Teaching excellence in all programs,
- Research capabilities that advance the practice of business management and
- Close ties with the business community served by the College.

The College includes several institutes to support graduate business education. For example, the Rothman Institute of Innovation and Entrepreneurship provides students with cross-disciplinary opportunities to explore the meaning and process of capitalism and free enterprise in the nation's economy.

## Major Programs of Study

- Master of Business Administration (M.B.A.) Specializations
  - Accounting
  - Business Administration
  - Finance
  - International Business (Metropolitan Campus only)
  - Management
  - Marketing
  - Pharmaceutical Management Studies (Florham Campus only)
- Master of Business Administration (M.B.A.)
  - Management for Executives
  - General Management
  - Health Sector Management
- Master of Science (M.S.) — Accounting
- Master of Science (M.S.) — Digital Marketing (online only)
- Master of Science (M.S.) — Supply Chain Management
- Master of Science (M.S.) — Taxation (Florham Campus only)

In addition to the above programs, the College offers a post-M.B.A. graduate certificate. Students with an M.B.A. may receive certification in a second major upon completion of an additional 12 required and elective credits for that major.

## Faculty & Staff

### Administration

P.A. Balthazard, Dean  
J.G. Almeida, Associate Dean for Graduate Programs  
J.D. Wischnevsky, Associate Dean for Undergraduate Programs  
P. Caliguari, Director, Executive Programs  
R. West, Director, Tax Program

### Department of Accounting, Taxation, and Law

R. West, Chair; F. Brunetti, D. Buzinkai, M. Calderisi, D. Collier, Z. Fried, S. Guempel, H. Rozen, V. Sampath, J. Schiff, A. Schultzer, J. Skarbnik, Y. Yan

### Department of Economics, Finance, and International Business

K. Denning, Chair; P. Anastasopoulos, K. Betz, E. Cowan, F. Englander, J. Kiernan, R. Kjetsaa, C. Ng, S. Tuluca, X. Yang

### Department of Marketing, Information Systems, and Decision Sciences

L. Qin, Chair; A. Bazargan, G. Bronson, R. Chandrashekar, Y. Demotta, B. Ertimur, A. Fask, J. Hsu, M. Kieff, Y. Kim, K. Masten, K.G. Mun, J. Reid, M. Sedaghat, X. Tan, Z. Wang, K.P. Yoon

### Department of Management and Entrepreneurship

G. Jones, Chair; J.G. Almeida, S. Bear, S. Behson, D. Celentano, G. Farias, T. Hansbrough, J. Harmon, I. Krysa, O. Nwachukwu, D. Scotti, G. Sollars, J.D. Wischnevsky

### Rothman Institute of Innovation and Entrepreneurship

D.G. Caldwell, Executive Director

## Lee Gildart and Oswald Haase School of Computer Sciences and Engineering

Metropolitan Campus, Teaneck, New Jersey; and Vancouver Campus, British Columbia, Canada

Alfredo Tan, Director

The Lee Gildart and Oswald Haase School of Computer Sciences and Engineering prepares students for professional careers of global interest and importance. It produces highly skilled graduates to work in the high-tech industry.

The programs in the school enable students to learn and seek potential solutions to global issues and societal problems in technical course work, emphasizing professional practice, ethics and responsibility. Students work on the state-of-the-art laboratories; participate in field trips, interdisciplinary projects and competitions; intern at various companies; and attend seminars.

The school has received wide recognition from alumni, industry and professional associations. It has also received many grants from various organizations and state and federal agencies.

The school is based on the Metropolitan Campus, which is located in northern New Jersey and is in close proximity to New York City. New Jersey and New York are home to many high-tech companies and businesses, which employ hundreds of thousands of computer professionals, engineers, technologists and mathematicians.

The school offers a wide variety of undergraduate and/or master's degree programs in such areas as computer science, cybersecurity, engineering, engineering technology, electronic commerce, information technology, management information systems and mathematics. It also offers several accelerated and combined undergraduate/graduate degree programs. ABET-accredited undergraduate programs are offered in computer science, electrical engineering, engineering technology (civil, construction, electrical and mechanical) and information technology.

### Programs

- Computer Engineering (M.S.)
- Computer Science (M.S.)
- Cybersecurity and Information Assurance (M.S.)
- Electrical Engineering (M.S.E.E.)
- Electronic Commerce (M.S.)
- Management Information Systems (M.S.)

### Faculty & Staff

#### Administration

A. Tan, Director

H. Silver, Deputy Director

#### Faculty

S. Abdelazim, V. Alizadeh, M. Azarderakhsh, A. Casti, Z. Chen, W. Choi, W. Dai, M. Farag, S. Huddy, V. Janarthanan, F. Jnaid, Y. Kim, E. Kose, M. Lewis, Y. Liu, Z. Mao, K. Mondal, S. Mukherjee, A.R. Rao, Y. Tang, A. Vatsa, H. Zhao.

## Peter Sammartino School of Education

Metropolitan Campus, Teaneck, New Jersey; and Florham Campus, Madison, New Jersey

Vicki Cohen, Director

The Peter Sammartino School of Education offers accredited graduate programs for teacher certification in early childhood, and elementary and secondary education. Offerings include Master of Arts in Teaching (M.A.T.) first certification programs, Master of Arts for certified teachers with a wide variety of specializations including English as a Second Language (ESL and bilingual), teacher of students with disabilities (TSD), reading/literacy specialist (LRS), Orton-Gillingham Dyslexia specialist, mathematical foundations (for middle school mathematics) and educational leadership (M.A.) (including supervisor, principal, and master's degree).

In fall 2020, a new program is beginning: an Ed.D. in higher education for those who wish to pursue a leadership position at a higher-education Institution.

The School of Education is located on the Metropolitan Campus in Teaneck, New Jersey; on the Florham Campus in Madison, New Jersey; and on selected community-college campuses throughout the state of New Jersey. It is nationally accredited by Council for the Accreditation of Educator Preparation (CAEP) providing value and national recognition as a school of quality when our students pursue careers in teaching, administration and leadership.



# Addendum

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## **Programs**

- Education for Certified Teachers (M.A.)  
(Reading Specialist Certification)
- Educational Leadership (M.A.)  
(Principal/Supervisor Certification)
- Higher Education (Ed.D.)
- Learning Disabilities (M.A.)  
Teacher of Students with Disabilities
- Mathematical Foundations (M.A.)
- Teaching (M.A.T.)  
Teacher Certification Preschool to Grade 3; Elementary Education/K–6; English as a Second Language; Bilingual Education (ESL); Secondary Education Content Area/K–12 (Art, Biological Sciences, Chemistry, Earth Science, English, Mathematics, Physical Science, Physics, Social Studies, World Languages)
- Teaching English as a Second/Foreign Language (TESL/TEFL) (M.A.)  
(Designed for international students who want to teach English in their own countries.)

## **Faculty & Administration**

### **Administration**

Vicki Cohen, Director,  
Miriam Singer, Associate Director,

### **Faculty**

J. Bornstein, N. Hansen, K. Joshi, C. Karpinski, T. Montani, K. Spence, S. Suh, L. Ray, E. Hellmann, J. Jones, L. Meskin, R. Westbrook

## **International School of Hospitality, Sports, and Tourism Management**

**Florham Campus, Madison, New Jersey; Metropolitan Campus, Teaneck, New Jersey; and Vancouver Campus, British Columbia, Canada**

### **John Niser, Director**

The International School of Hospitality, Sports and Tourism Management offers fully online programs to meet the needs of working professionals.

The International School of Hospitality, Sports and Tourism Management emphasizes the connection between practicality and innovation in fast-paced, dynamic environments. The school prides itself on high-level connections to industry leaders who guide and support the vision of creating future-oriented global leaders in the hospitality, sports and tourism sectors.

Recognizing that professionals in the hospitality, sports and tourism sectors are working in time-constrained leadership roles, fully online options are available to students.

It is a core philosophy of the school to offer innovative curricula designed and taught by thought leaders and working professionals in the hospitality, sports and tourism sectors.

### **Programs**

- Hospitality Management Studies (M.S.)
- Sports Administration (M.S.A.)

## **Faculty & Staff**

### **Administration**

J. Niser, Director (All Campus Locations)  
L. Dry, Administrative Coordinator  
I. Gersh, Associate Director for Assessment and Accreditation  
D. Hoover, Associate Director for Enrollment  
J.C. Kim, Program Coordinator Sports Administration (Metropolitan Campus)  
R. Lubisco, Program Coordinator, Sports Administration (Florham Campus)  
K. Pappas, Assistant to the Director for Technology, Communications and Continuing Education  
W. Aroca, Program Coordinator, Hospitality and Tourism (Vancouver Campus)  
S. (Monica) Yim, Program Coordinator, M.S. Hospitality Management Studies Program

### **Faculty**

J. Bachman, M. Barto, M. Hawzen, R. Hladyk, D. Hoover, J.C. Kim, R. Lubisco, H. Roy, M. Shakona

## Henry P. Becton School of Nursing and Allied Health

Florham Campus, Madison, New Jersey; and Metropolitan Campus, Teaneck, New Jersey

**Minerva S. Guttman, Director**

The Henry P. Becton School of Nursing and Allied Health includes the disciplines of nursing and allied health professions. Both disciplines offer undergraduate and graduate programs in the Metropolitan and Florham campuses and in some cases online. The Doctor of Nursing Practice is offered only on the Metropolitan Campus.

The graduate program in nursing offers a Master of Science in Nursing degree (M.S.N.) with clinical and nonclinical tracks. The M.S.N. program clinical track prepares B.S.N. nurses as primary-care nurse practitioners in adult gerontology, family and family psychiatric/mental health. The nonclinical tracks offered are administration, education, forensics and information-systems specialists.

Since 2007, the Henry P. Becton School of Nursing and Allied Health has offered a Doctor of Nursing Practice degree. The 33-credits curriculum consists of didactic, residency and a capstone project focusing on changing practices in nursing practice and education.

The allied health professions include undergraduate, graduate and doctoral programs. The graduate program offers a master's degree in medical technology. The Doctor of Physical Therapy Program is a joint offering with Rutgers University. In this program, students will receive a joint degree from Fairleigh Dickinson University and Rutgers University.

### Programs

- Medical Technology (M.S.)
- Nursing (M.S.N.)
- Nursing Education (M.S.N.)
- Family Nursing (M.S.N.)
- Nursing (R.N.-M.S.N.)
- Nursing Practice (D.N.P.)
- Physical Therapy (D.P.T.)
- Post Master's Certificate
- Post Baccalaureate (M.S.N.-D.N.P.)

## Faculty & Staff

### Administration

M.S. Guttman, Director;  
 S. Cabassa, Associate Director, Metropolitan Campus Undergraduate Nursing Programs  
 M. Rossignol, Associate Director, Florham Campus Nursing Programs  
 M. Rubin, Associate Director, Allied Health Professions  
 B. Yu, Associate Director, Graduate Programs  
 M. Vargas, Coordinator, D.N.P. Program  
 C. Simmons, Coordinator for Online Nursing Programs

### Faculty

J. Couper, N. Edwards Hammond, L. Gabriele, C. Garzone-Johnson, E. Graulich, C. Jasko, M. Molloy, P. Nimoh, A. Owes, O. Oyedele, S. Palmer, M. Phillips, J. Regan-Livingston, P. Ukaigwe, C. Werther

## School of Pharmacy and Health Sciences

Florham Campus, Madison, New Jersey (230 Park Avenue, Florham Park, New Jersey)

**Michael J. Avaltroni, Dean**

### Programs

- Health Sciences (M.H.S.)
- Pharmacy (Pharm.D.)
- Physician Assistant (M.S.)
- Public Health (M.P.H.)

## Faculty & Staff

### Administration

M.J. Avaltroni, Dean  
 A. Rivkin, Assistant Dean for Faculty  
 B. Rossi, Assistant Dean for Experiential Education  
 C. Sandifer, Assistant Dean for Students Affairs and Programmatic Effectiveness  
 B. Berić-Stojić, Director of Master of Public Health Program  
 N. Lowy, Director of Physician Assistant Program

### Faculty

A. Carbone, H. Cho, E. Dikun, A. Dushenkov, S. Falbaum, K. Frey, A. Gallipani, Y. Guo, J. Han, O. Iwuchukwu, P. Jungsuwadee, J. Kalabalik, N. Kalhoff, D.P. Kim, C. Lam, D. Lau, M. Leibfried, A.E. Özdener, J. Palummo, K. Patel, S. Patel, A. Pennoyer, N. Pirozzi, R. Quinn, M. Rota, L. Rozaldie, H. Ryba, M. Slugocki, J. Sullivan, G. Vaidean, L. Westrich, A. Zelinski

## Addendum

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### School of Psychology and Counseling

Metropolitan Campus, Teaneck, New Jersey; and Florham Campus, Madison, New Jersey

**Benjamin D. Freer, Director**

The School of Psychology and Counseling offers undergraduate and graduate programs at the Florham Campus, Madison, New Jersey, and the Metropolitan Campus, Teaneck, New Jersey. The undergraduate program emphasizes a broad understanding of the key fields within psychology while offering opportunities for career-oriented programs. The school stresses experiential and field-based learning through internships, student-directed research, faculty-directed research and community service that supplement academic instruction. The school is committed to helping students to advance their careers or continue studies of advanced degrees. The graduate programs develop professional psychologists and counselors who will be prepared for a successful career in diverse settings such as mental health, hospital/medical, research, governmental and business.

#### Programs

- Clinical Psychology (Ph.D.)
- Clinical Psychopharmacology (post-doctoral M.S.)
- Forensic Psychology (M.A.)
- General/Theoretical Psychology (M.A.)
- Industrial/Organizational Psychology (M.A.)
- School Psychology (Psy.D.)
- School Psychology (M.A.)

### Faculty & Staff

#### Administration

B.D. Freer, Director

#### Faculty

S. Armeli, C. Bergstein, D. Brown, D. Calcagnetti, C.A. Capuano, T. Conklin, D. DeNigris, A. Eisen, R. Griffo, M. Guiney, E. Harrington, J. Lachenmeyer, K. Loeb, E. McGlinchey, R. McGrath, E. Oak, D. Pogge, R. Prentky, C. Radnitz, A. Tasso, L. Tiersky, K. Viezel, A. Wagener, D. Wentworth, G. Winters, J. Zibulsky

### School of Public and Global Affairs

Florham Campus, Madison, New Jersey; Metropolitan Campus, Teaneck, New Jersey; and Vancouver Campus, British Columbia, Canada

**Peter J. Woolley, Founding Director**

The School of Public and Global Affairs is distinguished by project-based learning in multinational classes led by accomplished practitioners focusing on issues of both local and global importance. The school also includes the nationally recognized FDU Poll.

#### Programs

- Administrative Science (M.A.S.)
- Cyber and Homeland Security Administration (M.S.)
- Global Affairs (M.A.)
- Public Administration (M.P.A.)
- Student Services Administration (M.A.)

### Faculty & Staff

#### Administration

P.J. Woolley, Founding Director

L. Nienstadt, Associate Director

D. Cassino, Director of Experimental Research, FDU Poll

R. Higginson, Director of Market Research, FDU Poll

K. Jenkins, Executive Director, FDU Poll

A.C. Innes, Assistant to the Director

D. Ganley, Senior Coordinator for Off-campus Programs

#### Faculty

A. Adrignolo, H. al-Bayati, J. Ariken, B. Assadi, J. Buenahora, C. Bygrave, A. Garg, R. Kovacs, P. Laubsch, P. MacIntyre, A. Nicki, C. Ozurumba, R. Rosada, W. Schuber, W. Toms

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# Admissions

## General Information

(Page 16)

Updated.

Applications are processed on a rolling basis with the exception of the Ph.D. program in clinical psychology and the Psy.D. program in school psychology, which have a March 1 deadline; the M.A.

program in school psychology, which has a March 15 deadline; and the M.A. in forensic psychology. These programs are offered only at the Metropolitan Campus.

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# Financial Aid and Scholarships

## University-funded Programs

(Pages 19–21)

Updated.

### University Fellowships

Fairleigh Dickinson University funds fellowships for full-tuition scholarships (up to 9 credits per semester). Fellowships are awarded by the academic department/school in which the student is studying or planning to study. All inquiries should be directed to the appropriate academic program administrator. The receipt of a fellowship supercedes other FDU funding and will result in the reevaluation of any existing financial aid award.

### Teaching Fellowships

Students receive a fellowship of one-half tuition plus \$2,000 during the first and second years of the program and one-half tuition during the third year of the program. Some research and clinical practice have an additional stipend included, and various additional fellowships are available for students who meet certain conditions.

### Graduate Administrative Assistant Fellowships

Recipients of graduate administrative assistant fellowships assist with the administration of programs within admissions, career management and other administrative areas of the University for 720 hours per academic year (360 hours per semester). Stipend compensation is \$4,000.00 per academic year (\$2,000.00 per semester).

## Privately Funded Scholarships

### Johnson & Johnson Scholarship

The Johnson & Johnson Scholarship provides funding for doctoral candidates enrolled in the Ph.D. in clinical psychology program at the Metropolitan Campus, Teaneck, New Jersey, who demonstrate a commitment to enhancing health care in certain targeted counties of New Jersey. Inquiries should be made to the academic administrator of the clinical psychology program.

### Sammartino Scholarship

The Peter Sarmmartino Endowment and the Sylvia Sarmmartino Endowment are scholarship funds which were created through the bequests left by the University's

## Federal Loan Programs

(Page 21)

Updated.

### Federal Direct Unsubsidized Loan

Eligible students may borrow up to \$20,500.00 per year (\$33,000.00 for graduate health-profession students enrolled in a nine-month academic year and \$37,167.00 for graduate health-profession students enrolled in a 12-month academic year) from the Federal Direct Unsubsidized Loan program. Interest begins accruing at disbursement but may be capitalized and payments deferred until enrollment ceases (or drops below half-time). The interest rate is tied to financial markets and is determined each June for new loans made for the upcoming award year (July 1 to the following June 30). Each

loan will have a fixed interest rate for the life of the loan and therefore students borrowing over multiple years may have loans at varying interest rates. There is a loan fee paid by borrowers at the time of disbursement. The Direct Unsubsidized Loan has a six-month grace period following the last date of at least half-time attendance (graduation, withdrawal or reduction in enrollment) before repayment begins.

### Federal Direct Graduate PLUS Loan

Eligible students may borrow up to the cost of attendance less any amounts received from other sources from the Direct Graduate PLUS loan. Interest accrues at disbursement but may be capitalized while enrolled at least half-time. The interest rate is tied to financial markets and is determined each June for new loans made for the upcoming award year (July 1 to the following June 30). Each loan has a fixed interest rate for the life of the loan and therefore students borrowing over multiple years may have loans at varying interest rates. There is a loan fee paid by borrowers at the time of disbursement.

## Addendum

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# Registration, Tuition and Billing Information

## Tuition and Fees

(Page 22)

Updated.

Current tuition rates for all Fairleigh Dickinson University graduate programs may be found on the FDU website at: <https://www.fdu.edu/admissions/tuition-fees/graduate-tuition-fees/>.

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# Student Life

## Athletics

### Florham Campus

(Page 28)

Updated.

### Florham Campus

The University's Florham Campus holds membership in NCAA (Division III), the Middle Atlantic Conference (Freedom Division) and the Eastern Collegiate Athletic Conference. Devils athletics competes at the men's varsity level in baseball, basketball, cross country, football, golf, lacrosse, soccer, swimming and tennis, and at the women's varsity level in basketball, cross country, field hockey, golf, lacrosse, soccer, softball, swimming, tennis and volleyball.

Devils athletics has a long history of success, highlighted by a 2014 Women's Basketball National Championship. The Devils have also had great success in the MAC Conference, combining for 32 total

MAC conference championships in the department's history. Women's lacrosse and men's golf lead the way with seven conference championships, followed by women's basketball's six, field hockey and baseball with three and men's lacrosse and men's and women's tennis with two.

In the ECAC, Devils athletics has a combined 10 championships, with baseball securing five of those, followed by two from men's lacrosse and one each from men's basketball, women's soccer and women's volleyball.

An important facet of the University's commitment to athletics is the Roberta Chiaviello Ferguson and Thomas G. Ferguson Recreation Center, an 82,000-square-foot complex which contains three full-size basketball courts; a performance court which seats 3,000; a suspended three-lane jogging track; weight-training, aerobic and dance facilities; a 25-yard competition swimming pool; two racquetball courts; and offices and locker rooms for student and intercollegiate use.

Robert T. Shields Field is the 4,000-seat turf home of Devils football, field hockey, men's and women's lacrosse and men's and women's soccer. It has a state-of-the-art scoreboard and press box atop the bleachers. The Florham Campus also includes the McManus Softball Field, located behind the dormitories near the Dreyfuss Road entrance, is home to five tennis courts, three near the residence halls and two near the athletic center, and a baseball complex located near the Madison Avenue entrance.

The athletic department sponsors intramural competition in volleyball, basketball, softball, touch football, kickball and soccer. Several recreation and fitness programs, such as aerobics, karate, yoga and dance, also are offered by the athletic department and University. A majority of students at the Florham Campus are actively involved in the intercollegiate and intramural programs offered.

For more information regarding FDU Florham Devils athletics, visit [FDUDevils.com](http://FDUDevils.com).

# Academic Support and Research

## Research

(Pages 33–34)

Updated.

The variety, scope and incidence of research and related scholarly activity within the University continue to increase. Usually research carried out by the faculty combines the inquiry for new knowledge with the education of students at the graduate and undergraduate levels. Great emphasis is placed on research and related activities, independent study and inquiry and action projects and employment as means of developing abilities. Faculty research grants support research-related activities and travel. Government and industry, in addition to the University, support and sponsor University research activities.

Research and educational development activity is found in all academic disciplines. Research is integral to graduate programs in the Maxwell Becton College of Arts and Sciences.

The master's-level programs in chemistry and biology provide research experience through a thesis-based research program. Students work alongside experienced faculty researchers in areas of biology, marine biology, analytical chemistry, biochemistry, inorganic chemistry, organic chemistry and computational and experimental physical chemistry. Current research on the Florham Campus includes computational modeling of collagen mutations to determine their role in biological systems, development of surface bound anti-infective coatings for use in the biomedical industry, quantum mechanics and molecular orbital theory applied to metalloporphyrins, correlation of protein structure and function and separation and purification of bio materials. Research interests of faculty on the Metropolitan Campus also are wide ranging and include such diverse topics as: microbiology, protozoan ecology and behavior; marine toxicology and invertebrate biology, biochemistry, enzymes, expression of extracellular matrix genes, wound care, application of biocatalysis in the preparation of pharmaceuticals, chitosan

nanoparticles, polymer chemistry and computational chemistry.

Students have an opportunity to perform a full year of research working on original work in these areas, including but not limited to experimental design, analytical techniques, data analysis and conclusions.

At the end of their research experience, students are required to write a formal master's thesis and defend their work during a research seminar to complete the degree requirements.

Communication studies faculty have published work in professional and scholarly journals and written books on communication theory, organizational and crisis communication, advertising, communication pedagogy, semiotics, network analysis and language and social interaction. Mentored research is regularly offered at the undergraduate and graduate levels.

The School of Pharmacy and Health Sciences engages in research across the spectrum of patient care, social and administrative sciences, health outcomes and pharmaceutical science. Faculty engage students in projects on topics ranging from health and wellness, delivery of care, study design and outcome evaluation and the role of the pharmacist in accountable care-organization administration and health care delivery. Additionally, basic-science research on drug delivery, evaluation and analysis of sterile compounds and other sterile techniques also take place within the school's research facilities.

Faculty of the School of Psychology and Counseling have wide-ranging interests, including substance use/abuse, higher-order cognition, trauma, positive psychology, sleep, childhood-mood disorders, juvenile sex offenders, sexual assault on college campuses, school-based trauma informed care, adulthood ADHD/LD, military veterans and trauma, mental health stigma, college students with autism, sexual violence prevention, and early-literacy development. Researchers have been awarded prestigious grants by organizations, such as: the Health Resources and Services Administration, the Newark Board of Education and the VIA Institute on Character. Graduate

students are especially active in research and have opportunities to present research at regional, national and international conferences, to publish in peer-reviewed journals and work in collaborations on grant funded projects.

The Henry P. Becton School of Nursing and Allied Health faculty and students are engaged in various research projects and activities in the honors, master's and Doctor of Nursing Practice (D.N.P.) programs. D.N.P. students are engaged in evidence-based research for their dissertation projects. Some students implement research on patient outcomes, health policy and management in collaboration with various hospitals. D.N.P. students are required to pass an oral defense of their research or evidence-based projects.

The Peter Sammartino School of Education, is funded by local and state agencies and the Office of Education for a variety of innovative programs. Research is conducted in the areas of learning disabilities, ESL, bilingual education, dyslexia, social justice and equity, culturally responsive teaching, educational philosophy and history and more.

The Lee Gildart and Oswald Haase School of Computer Sciences and Engineering focuses on research on electronic commerce, electronic business, organizational memory, organizational memory information systems, knowledge management, wireless communication systems, radio resource management, optimization for engineering applications, optical devices, multimedia streaming, cross layer design, mobile computing, communication networks, mobile ad hoc networking, network management, conflict control, deadlock, ADA programming, real-time systems and formal methods, digital and adaptive signal processing, array processing, image processing, pattern recognition, biometric authentication, database systems, data warehouse, security, software reuse, component-based software engineering, semantic deep web, service-oriented computing, VLSI design and near-ring theory.

The Silberman College of Business places significant emphasis on faculty maintaining their academic and professional qualifications to deliver

## Addendum

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quality business education programs. Faculty maintain their academic qualifications through rigorous research and other intellectual contributions related to their respective fields, thereby enhancing the quality of classroom instruction.

The research interests of faculty in the Silberman College of Business span several disciplines, including business law, economics, entrepreneurship, finance, health care systems, human resources, management, management information systems, marketing, quantitative analysis, production and operations management, managerial accounting and taxation. The faculty have researched and published numerous articles in peer-reviewed journals, presented at various national and international conferences, developed case studies, produced working papers, authored books and also served on expert panels for international organizations such as the United Nations. Some of the topics in which the college faculty have particular

expertise include mergers and acquisitions, options theory, entrepreneurship and innovation, forensic science, sustainability, pricing theory, public relations, social networking, international finance, quality of health care and delivery, international taxation, role of information systems in managerial decision making and e-commerce, among others. Students have the opportunity to participate in such projects after consulting with the appropriate faculty.

The School of Public and Global Affairs includes the FDU Poll. Established in 2000, this vigorous survey research group has undertaken thousands of measurements in public opinion and attitudes, issuing 25–40 press releases and garnering tens of thousands of citations. The survey research group also regularly presents its findings at academic conferences and publishes them in academic journals. Its most cited work includes the effect of cable news watching in informing the public, the hesitation of

men to vote for a woman candidate and public attitudes toward expanded casino and sports betting. Additionally, school faculty conduct research in the fields of diplomatic leadership, computer security and forensics through the use of FDU's Cyber Crime Training Laboratory, homeland security, emergency management, school safety, and student services.

The FDU Poll receives an "A" rating from statistician Nate Silver's FiveThirtyEight blog. The ratings measure both accuracy and bias for all major polling services in the United States, providing an update to similar research the poll watchers conducted in 2014. FDU's "A" rating puts it in the top 15 of the more than 380 polling institutes reviewed and graded from A+ through F. The FDU Poll was found to have a 94 percent accuracy rate for predicting election results, and is one of only three A-rated polling institutes with zero bias to their rankings.

# Academic Programs

## Administrative Science (M.A.S.)

(Pages 41-54)

Updated.

The program is offered under the auspices of the School of Public and Global Affairs at the Florham Campus, Madison, New Jersey; the Metropolitan Campus, Teaneck, New Jersey; various locations throughout New Jersey; at the Vancouver Campus British Columbia, Canada; and online.

### Program Highlights

(Page 41)

Updated.

- A 30-credit program that can be completed in 20 months while working full-time.
- An opportunity to begin the program at any one of three entry points during the year: September, January and April.
- Small classes offered one evening per week (6:15–9:30 p.m.) in a 12-week trimester format or five consecutive Saturdays (8:30 a.m.–4:30 p.m.) to accommodate the needs of working professionals.
- More than 30 convenient off-campus locations throughout New Jersey.
- Many courses are available online through an asynchronous delivery.
- Affordable tuition and scholarships are available.

### For Information

(Page 44)

Updated.

For information about the M.A.S. and certificate programs, contact: program director, School of Public and Global Affairs, Fairleigh Dickinson University, 1000 River Road, H-DH2-13, Teaneck, New Jersey 07666; Telephone: (201) 692-6522; Fax: (201) 692-7179.

## Biology (M.S.)

(Pages 61-62)

Updated.

This program is offered under the auspices of the department of biological sciences, Maxwell Becton College of Arts and Sciences, Metropolitan Campus, Teaneck, New Jersey.

### Elective Biology Courses (18 credits)

These courses may include additional graduate biology courses, independent studies or other graduate chemistry or science courses that would fulfill a student's specific needs as approved by the graduate adviser and director for the Master of Science in biology.

Choose from the following courses.

	Credits
BIOL5306	
Immunology.....	3
BIOL6240, BIOL6241	
Molecular Cell Biology (Lecture and Laboratory).....	4
BIOL6705	
Advances in Cell Biology.....	3
BIOL6724	
Human Genetics.....	3
BIOL6725	
Human Evolution.....	3
BIOL6728	
Bioethics.....	3
BIOL6733	
Enzymology.....	3
BIOL6740	
Molecular Endocrinology.....	3
BIOL6743, BIOL6744	
Topics in Bioinformatics Lecture and Laboratory.....	3
BIOL6761	
Advanced Microbiology.....	3
BIOL6771	
Behavioral Ecology.....	3
BIOL6775	
Physiological Ecology.....	3
BIOL6779	
Darwinian Medicine.....	3
BIOL6845, BIOL6846	
Molecular Biology Techniques (Lecture and Laboratory).....	4
BIOL6888	
Physiology of Disease.....	3

Credits

BIOL6892	
Human Physiology.....	3
ENVR6552	
Environmental Risk Assessment.....	3
ENVR6569	
Wetland and Watershed Resources.....	3
Students have the option of completing their degrees with or without a research option. Students electing to do the research and thesis option must take the 4-credit sequence consisting of	
BIOL7803	
Research and Thesis I.....	2
BIOL7804	
Research and Thesis II.....	2

### Concentration in Business or Biotechnology

#### Elective Concentration Courses

Elective courses (12 credits) for the concentration in business or 14 credits of biotechnology courses must be approved by the student's graduate adviser.



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### Chemistry (M.S.)

This program is offered at both the Florham Campus, Madison, New Jersey, and the Metropolitan Campus, Teaneck, New Jersey. These programs are listed by campus on pages 91 through 95.

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### Chemistry (M.S.)

**Florham Campus**

*(Pages 91–93)*

Updated.

This program is offered under the auspices of the department of chemistry, biochemistry and physics, Maxwell Becton College of Arts and Sciences, Florham Campus, Madison, New Jersey.

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### Chemistry (M.S.)

**Metropolitan Campus**

*(Pages 93–95)*

Updated.

The department of chemistry, biochemistry and physics, Metropolitan Campus, Teaneck, New Jersey, offers a Master of Science in chemistry with concentrations in informatics and pharmaceutical chemistry.

### Clinical Mental Health Counseling (M.A.)

*(Pages 96–98)*

Updated.

The program is offered under the auspices of the School of Psychology and Counseling, Metropolitan Campus, Teaneck, New Jersey, and Florham Campus, Madison, New Jersey.

#### Admission Requirements

*(Page 96)*

Revised.

1. Graduation from an accredited college or university.
2. Applicants need to have a minimum grade point ratio (GPR) of 3.30 in their major field of study as an undergraduate and a 3.00 overall GPR.
3. Submission of undergraduate transcripts.
4. Submission of three letters of recommendation.
5. A written personal statement of professional goals.
6. Completion of a Fairleigh Dickinson Graduate School application form.
7. A personal interview, which will be scheduled after the application is submitted, is required.

### Communication (M.A.)

*(Pages 99–101)*

Updated.

The M.A. in communication is offered by the department of communication in the Maxwell Becton College of Arts and Sciences at the Florham Campus, Madison, New Jersey.

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### Computer Engineering (M.S.)

*(Pages 101–102)*

Updated.

This program is offered under the auspices of the Lee Gildart and Oswald Haase School of Computer Sciences and Engineering, Metropolitan Campus, Teaneck, New Jersey.

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### Computer Science (M.S.)

*(Pages 102–110)*

Updated.

The M.S. in computer science program is offered under the auspices of the Lee Gildart and Oswald Haase School of Computer Sciences and Engineering. The program is offered full-time at the Metropolitan Campus, Teaneck, New Jersey, and part-time at the Florham Campus, Madison, New Jersey.

## Cosmetic Science (M.S.)

(Pages 111–112)

Updated.

This program is offered under the auspices of Maxwell Becton College of Arts and Sciences, Florham Campus, Madison, New Jersey, and the Metropolitan Campus, Teaneck, New Jersey.

## Creative Writing and Literature for Educators (M.A.)

(Pages 115–117)

Updated.

The program is offered under the auspices of the department of literature, languages, writing, and humanities, Maxwell Becton College of Arts and Sciences, Florham Campus, Madison, New Jersey.

## Criminal Justice (M.A.)

(Pages 117-120)

Updated.

This program is offered under the auspices of the department of criminology and criminal justice, Maxwell Becton College of Arts and Sciences, Florham Campus, Madison, New Jersey; and Metropolitan Campus, Teaneck, New Jersey.

### Requirements for the Master of Arts Degree

#### Elective Courses (18 credits)

(page 118)

Updated.

Choose 18 credits from below:

	Credits
CRIM6015 Research Methods in Criminal Justice and Criminology.....	3
CRIM6020 Statistics and Data Analysis.....	3
CRIM6030 Relationship Violence.....	3
CRIM7020 Ethics, Politics and Justice.....	3
CRIM7025 Comparative Criminal Justice Systems....	3
CRIM7030 Principles of Leadership.....	3
CRIM7060 Social Justice Advocacy.....	3
CRIM7065 Crime, Victimology and Risk Reduction.....	3
CRIM7070 Contemporary Issues in Crime and Justice.....	3
CRIM7071 Criminal Profiling.....	3
CRIM7072 Contemporary Police Issues.....	3
CRIM7073 Sex Crime.....	3
CRIM7074 Forensic Science and the Administration of Justice.....	3
CRIM7080 Politics and Policies of Criminal Justice.....	3

	Credits
CRIM7081 Civil Rights and the Administration of Justice.....	3
CRIM7082 Crime and Punishment.....	3
CRIM7084 Transnational Crime and Global Issue.....	3
CRIM7086 Religion and Terrorism.....	3
CRIM7090 Professional Development Seminar.....	3
CRIM8050 Master's Research Project.....	3
Total.....	18

### Course Offerings

(Pages 118-120)

Updated and new.

#### CRIM6030

3 Credits

#### Relationship Violence

This course will provide a comprehensive overview of all forms of domestic violence, including violence perpetrated and/or experienced by females, males, children, the elderly and those in the LGBTQ community. Teen-dating violence and the relation between sports and domestic violence will also be discussed. The first half of this course will largely focus on victims of domestic violence. Then, the course will shift to the criminal justice system's responses to domestic violence prior to and after the 1970s. Topics include mandatory arrest for and police response to domestic violence, specialized domestic-violence courts and the batterer-treatment programs, focusing on evidence-based practices to decrease the prevalence of domestic violence.

#### CRIM7071

3 Credits

#### Criminal Profiling

This course will give students a truly international perspective by examining the utilization of profiling by law-enforcement agencies both in the United States and Europe. It will examine crime and the criminal from the perspective of psychological profiles, different levels of motivation and different prognoses of criminal behavior.

#### CRIM7072

3 Credits

#### Contemporary Policing Issues

The objective of this course is to examine the pertinent issues related to common issues and problems encountered in modern-day policing. The course shall provide the student with a comprehensive understanding of the role,

## Addendum

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responsibility and interdependent relationship of the police and law enforcement within American society. Inherent to the responsibility for maintaining order and public safety, enforcing society's laws, preventing crime and providing social-related services, there exists dichotomy, controversy and challenges. Contemporary policing practices will be examined from a variety of operational, managerial and administrative perspectives. The role of the media, social media and other influences impacting the police will be examined.

### **CRIM7073**

**3 Credits**

#### **Sex Crimes**

This course will cover sex crimes across different persons and contexts. First, definitions of sex offenses and typologies will be discussed. Then, special types of sex crimes including sexual assault in cults/extremist groups and sexual crimes against vulnerable persons. Sexual assaults in intimate relationships and sexual assaults by strangers will be introduced. The course will also cover offenders' motives for sexual assault. After gaining understanding of types of sex crimes and offenders' motives, the history of prevention and treatment efforts for both victims and offenders, including changes in and consequences of legislation, will be addressed. The last segment of the course will be dedicated to sexual assault against women on college campuses and prevention efforts to combat this type of violence.

### **CRIM7074**

**3 Credits**

#### **Forensic Science and the Administration of Justice**

This course will unite forensic science, the law and social sciences. It will examine forensic science in the context of the criminal-justice system and the impact it has on the administration of justice. The scientific underpinnings of forensic science and the role of the crime laboratory in the American-justice system will be addressed, including issues related to crime-scene processing, the various forensic disciplines, the accuracy of forensic examination and analysis and the utilization of forensic science. The course will also explore cases related to post-conviction exonerations and the future role of forensic science.

### **CRIM7080**

**3 Credits**

#### **Politics and Policies of Criminal Justice**

Topics will include the Constitution of the United States and how the safeguards in the Bill of Rights have evolved over time. The course will also focus on how laws and criminal-justice policies are formulated, as well as why certain acts are considered serious crimes and others are not. Issues of how money and power affect

policies in criminal justice will be examined. Topics of victims' rights, police brutality, court process, sentencing, prisoner treatment and other policy matters in the criminal-justice system will be reviewed.

### **CRIM7081**

**3 Credits**

#### **Civil Rights and the Administration of Justice**

This course aims to help students develop a firm understanding of the approaches used by the U.S. Supreme Court to define the boundaries of civil rights and liberties through its interpretation of the United States Constitution. It will examine the nature, application and extent of a special group of protections under the U.S. Constitution, including the freedom of expression, privacy, freedom of religion, equal protection under the laws, due process and the rights of the accused.

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## **Cyber and Homeland Security Administration (M.S.)**

*(Pages 120–124)*

Updated.

The program is offered under the auspices of the School of Public and Global Affairs at the Florham Campus, Madison, New Jersey; at the Metropolitan Campus, Teaneck, New Jersey; and locations throughout New Jersey.

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## **Cybersecurity and Information Assurance (M.S.)**

*(Pages 124–126)*

Updated.

This program is offered under the auspices of the Lee Gildart and Oswald Haase School of Computer Sciences and Engineering, Metropolitan Campus, Teaneck, New Jersey.

## Education

(Pages 126–154)

Updated.

### **Education for Certified Teachers (M.A.)**

See this page.

### **Educational Leadership (M.A.)**

See page 132.

### **Higher Education (Ed.D.)**

New

### **Learning Disabilities (M.A.)**

See page 133.

### **Mathematical Foundations (M.A.)**

See page 136.

### **Teaching (M.A.T.)**

See page 137.

### **Teaching English as a Second/Foreign Language TESL/TEFL (M.A.)**

See page 140.

The Peter Sammartino College of Education is fully accredited by the Council for the Accreditation Educator Preparation (CAEP).

## Education for Certified Teachers (M.A.)

(Pages 126–127)

Updated.

The Master of Arts in education for certified teachers (MACT) is a 36-credit program that allows certified teachers to pursue specializations while attaining their master's degrees. Each program is unique in that teachers can graduate with a 15-, 18- or 21-credit specialization certificate or state certification including the 12 credits leading to a New Jersey Supervisor License. Certified teachers with a New Jersey Standard Teaching License who complete the master's degree and have the designated approved 12 credits with three years of successful teaching experience will be eligible to apply for the New Jersey Supervisor License. The areas of specialization that a certified teacher can choose from are:

- **Bilingual/Bicultural Education Specialist Certificate** — 12-credit approved New Jersey State Teacher Certification in bilingual/bicultural ;;credit Supervisor License and 12 credits to complete a master's degree.
- **English as a Second Language (ESL) FDU Certificate and New Jersey Certification (ESL)** — 18-credit FDU Certificate or 15-credit approved New Jersey State Certification in ESL as a second certification, plus 12-credit Supervisor License and 6 credits to complete a master's degree.
- **Instructional Technology Specialist Certificate (ITC)** — 18-credit FDU Certificate plus 12-credit Supervisor License and 6 credits to complete a master's degree.
- **Literacy/Reading Specialist (LRS) and New Jersey Reading Specialist Certification** — 18-credit FDU Certificate, an additional 12 credits to complete the 30-credit approved New Jersey Reading Specialist Certification/Endorsement plus 6 credits to complete the master's degree embedded with the 12-credit Supervisor License.

- **Dual Program in Literacy/Reading and Multisensory Reading** — 18-credit FDU Certificate and additional 18 credits to complete the 36-credit master's degree. This program includes the 12-credit Orton-Gillingham Dyslexia Specialist Certificate.

- **Professional Studies Concentration (PROST)** — 36-credit selection from generalist options in all MACT programs with required 3-credit Master's Seminar and may include 12-credit Supervisor License.

- **Teacher of Students with Disabilities (TSD)** — 21-credit approved New Jersey Certification as a *second* certification with 12-credit Supervisor License and 3-credit Master's Seminar to complete the master's degree.

The M.A. in education for certified teachers is offered under the auspices of the Peter Sammartino School of Education and is available at the Metropolitan Campus, Teaneck, New Jersey, and selected off-site locations and selected community colleges. Cohort groups may be established in school districts with sufficient enrollment and are open to teachers in local districts.

The School had an aggregate pass rate of 100 percent on the HEOA-Title II Reporting for the 2019–2020 academic year. The corresponding statewide pass rate for the same period was 97 percent.

### **Program Information**

(Page 127)

Updated. First paragraph.

- All programs incorporate standards-based teaching methods that address the Interstate Teacher Assessment and Support Consortium (InTASC) and New Jersey Student Learning Standards (NJSLS).

# Addendum

## Educational Leadership (M.A.)

(Page 132)

Updated.

### Requirements for the Master of Arts Degree

	Credits
EDUC5720 Field-based Internship Seminar I.....	0
EDUC5721 Field-based Internship Seminar II.....	0
EDUC5722 Field-based Internship Seminar III.....	0
EDUC6701 Leadership in Learning Community and School.....	3
EDUC6702 Curriculum and Instruction: Theory and Practice*.....	3
EDUC6703 Supervision of Instruction: Personnel and Evaluation*.....	3
EDUC6704 Change: Curriculum Development and Program Improvement*.....	3
EDUC6706 Advanced Leadership Seminar.....	3
EDUC6716 School Finance, Facilities and Scheduling.....	3
EDUC6717 School Law.....	3
EDUC6718 Curriculum/Program Evaluation and Student Assessment*.....	3
EDUC6720 Educational Leadership Field-based Internship Seminar I.....	3
EDUC6721 Educational Leadership Field-based Internship Seminar II.....	3
EDUC6722 Educational Leadership Field-based Internship Seminar III.....	3
EDUC6723 Final Project: School-based Research.....	3

\*Required for Supervisor's Certificate.

## Higher Education (Ed.D.)

New.

The Ed.D. in higher education is a 45-credit, fully online program that can be completed in 26 months without career interruption. The curriculum provides a strong understanding of the history, culture and structure of higher education and provides a firm foundation in leadership skills required for the 21st-century leaders. The program focuses on:

- Use of data analytics to understand, interpret and respond to the systemic issues affecting enrollment, retention, graduation and assessment;
- Application of sustainable practices in higher education to support the health of local and global communities; and
- A focus on social justice issues to create an inclusive and welcoming learning environment.

Requirements include a dissertation and the completion of 45 credits through a variety of courses that cover essential higher-education topics, including academic innovation, effective retention methods, data analysis, field internships and more. Courses are taught in eight-week sessions by educators with years of field experience. Opportunities are available for monthly meetings with academic advisers and faculty members through on-campus or virtual sessions.

### Admission Requirements

To be considered for admission to FDU's doctorate in higher education program, students must meet the following criteria:

- A master's degree of 36 credits or more in a related field.
- A minimum 3.00 grade point ratio from previous coursework.
- A written statement addressing a personal interest area to pursue in higher education.
- A completed FDU Application for Graduate Admission.
- Transcripts of all undergraduate and graduate studies (attempted and completed).

- Two letters of recommendation.
- A résumé detailing your educational background, work experience and professional goals

While current or previous professional experience in higher education is preferable, consideration will be given to qualified applicants interested in entering the field.

### Requirements for the Doctor in Education Degree

#### Core Courses (45 credits)

All courses shown are 3 credits.

EDUC8650	Organization and Administration in Higher Education
EDUC8651	History of Higher Education
EDUC8652	Database Management and Reporting in Higher Education
EDUC8653	Sustainable Development and Higher Education
EDUC8654	Innovation and Technology in Higher Education
EDUC8655	Building an Inclusive University Culture
EDUC8656	Enrollment Management
EDUC8657	Community Development and Workforce Skills in Higher Education
EDUC8658	Higher Education Policy
EDUC8659	Data Analytics and Visualization in Higher Education
EDUC8660	Field-based Internship I
EDUC8661	Assessment and Evaluation in Higher Education
EDUC8662	Quantitative and Statistical Analysis
EDUC8663	Research Methods and Design
EDUC8664	Dissertation Seminar

#### Electives

Up to 9 credits from an accredited college or university may be approved for a waiver. With the approval of an adviser, students can choose electives from other graduate programs at FDU to fulfill the 45-credit requirement.

## Policy on Probation and Academic Disqualification

Students must maintain a minimum GPR (grade point ratio) of 3.00 to complete a graduate program. If the cumulative GPR falls below 3.00, the student is placed on probation. Students who receive two or more C grades will be put on probation. An adviser will meet with the student to set up a course of remediation, the student's records will be reviewed each semester, and the student may be limited to the number of credits taken while on probation. A student may be removed from academic probation when the specific cause for being placed on academic probation has been removed. A student who has not shown evidence of academic improvement and has not met academic qualifications to earn an Ed.D. may be suspended or terminated from the program following a formal hearing.

## Learning Disabilities (M.A.)

(Pages 133-134)

Updated. New sixth paragraph.

### Admission Requirements

6. The Learning Disabilities Teacher Consultant (LDTC) has been temporarily suspended.

### Master of Arts in Learning Disabilities/Teacher of Students with Disabilities Certification

(Page 133)

Updated.

A 36-credit Master of Arts in learning disabilities is offered for licensed teachers seeking to develop expertise in working with pupils with learning disabilities or other exceptionalities. Teachers who successfully complete this program will be eligible for certification as Teacher of Students with Disabilities, the license required by the state of New Jersey for teaching pupils with learning disabilities or other disabilities in inclusive classrooms, resource centers or self-contained classrooms (see Teacher of Students with Disabilities Certification [nondegree] page 134).

### Requirements

#### Specialization (21 credits) for certification

Credits

EDUC6740	Introduction to Students with Disabilities and Autistic Spectrum Disorders.....	3
EDUC6744	Foundations: Historical, Philosophical and Legal Issues Related to Disabilities.....	3
EDUC6745	Principles and Practices of Collaboration and Inclusion.....	3
EDUC6746	Learning Environment and Effective Management of Teaching and Learning.....	3

EDUC6747	Multisensory Reading Instruction for Students with Reading Disabilities....	3
EDUC7623	Diagnosis of Learning Disabilities*.....	3
EDUC7624	Correction of Learning Disabilities*.....	3

### Additional Courses for Master of Arts Degree

EDUC6627	Orientation for School Training.....	3
EDUC6792	Assistive Technology for the Inclusive Classroom.....	3
EDUC6793	Education of Students with Moderate to Severe Disabilities.....	3
EDUC6797	Multisensory Mathematics Instruction for Students with Disabilities.....	3
EDUC7674	Master's Seminar: Research in Specialization.....	2-3

\*EDUC6745 Principles and Practices of Collaboration and Inclusion or EDUC6746 Learning Environment and Effective Management of Teaching and Learning are prerequisites.

# Addendum

## Teaching — Master of Arts in Teaching (M.A.T.)

### Apprenticeship Teaching Model

(Pages 137–139)

Updated.

#### The Apprenticeship Model:

The required program of study for each certification area consists of the following courses.

#### Preschool Through Grade 3

Required Courses for Certification\*

	Credits
EDUC6575	
Apprenticeship Teaching.....	6
EDUC6583	
Advanced Clinical Practice.....	2
EDUC6818	
Language Development and Literacy I.....	3
EDUC6824	
Teaching Laboratory and Field Experience I.....	1
EDUC6825	
Apprenticeship Teaching Seminar.....	2
EDUC6828	
Teaching Laboratory and Field Experience II.....	1
EDUC6835	
Effective Teaching and Effective Schools.....	3
EDUC6851	
Child Development from Birth to Age 8**.....	3
EDUC6852	
P–3 Curriculum and Assessment.....	3
EDUC6853	
Family and Community in Education.....	3
	Total..24–27

\*Starting in fall 2018, the minimum required credits for initial certification will increase with the addition of EDUC6583 Advanced Clinical Practice (2 credits) and EDUC6740 Introduction to Students with Disabilities and Autistic Spectrum Disorders (3 credits). All candidates will be required to pass the edTPA to obtain certification.

\*\*An undergraduate child development course may fulfill EDUC6851 Child Development from Birth to Age 8.

#### Additional Required Courses for Completion of M.A.T.

	Credits
EDUC6584	
Computers as a Teacher's Aid: Curriculum and Instruction.....	3
EDUC6820	
Problem-based Strategies for Elementary Mathematics.....	3
EDUC7812	
Final Project.....	2–3
	Total.... 8–9

EDUC6740	
Introduction to Students with Disabilities and Autistic Spectrum Disorder.....	3

Total Credits Required for Graduation.....36

#### Elementary Education

Required Courses for Certification\*

	Credits
EDUC6575	
Apprenticeship Teaching.....	6
EDUC6583	
Advanced Clinical Practice.....	2
EDUC6818	
Language Development and Literacy I.....	3
EDUC6820	
Problem-based Strategies for Elementary Mathematics.....	3
EDUC6824	
Teaching Laboratory and Field Experience I.....	1
EDUC6825	
Apprenticeship Teaching Seminar.....	2
EDUC6828	
Teaching Laboratory and Field Experience II.....	1
EDUC6835	
Effective Teaching and Effective Schools.....	3
EDUC6853	
Evaluation and Measurement in Education.....	3
	Total.....24

\*Starting in fall 2018, the minimum required credits for initial certification will increase with the addition of EDUC6583 Advanced Clinical Practice (2 credits) and EDUC6740 Introduction to Students with Disabilities and Autistic Spectrum Disorders (3 credits). All candidates will be required to pass the edTPA to obtain certification.

	Credits
EDUC6584	
Computers as a Teacher's Aid: Curriculum and Instruction.....	3
EDUC6819	
Language Development and Literacy II.....	3
EDUC7812	
Final Project.....	2
	Total.....8

#### Additional Required Courses for Completion of M.A.T.

EDUC6740	
Introduction to Students with Disabilities and Autistic Spectrum Disorder.....	3

Total Credits Required for Graduation.....36

#### Secondary Education (Art, Biological Science, Chemistry, Earth Science, English, Mathematics, Physical Science, Physics and Social Studies)

Required Courses for Certification\*

	Credits
EDUC6575	
Apprenticeship Teaching.....	6
EDUC6583	
Advanced Clinical Practice.....	2
EDUC6651	
Effective Reading Instruction.....	3
EDUC6824	
Teaching Laboratory and Field Experience I.....	1
EDUC6825	
Apprenticeship Teaching Seminar.....	2
EDUC6828	
Teaching Laboratory and Field Experience II.....	1
EDUC6835	
Effective Teaching and Effective Schools.....	3
EDUC6893	
Evaluation and Measurement in Education.....	3

\*Starting in fall 2018, the minimum required credits for initial certification will increase with the addition of EDUC6583 Advanced Clinical Practice (2 credits) and EDUC6740 Introduction to Students with Disabilities and Autistic Spectrum Disorders (3 credits). All candidates will be required to pass the edTPA to obtain certification.

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Appropriate methods course in discipline (EDUC) secondary only which includes:	Credits
EDUC6562 Standards-based Curriculum and Methodology: Secondary English or	
EDUC6563 Standards-based Curriculum and Methodology: World Languages or	
EDUC6566 Standards-based Curriculum and Methodology: Secondary Science or	
EDUC6568 Standards-based Curriculum and Methodology: Secondary Social Studies or	
EDUC6569 Standards-based Curriculum and Methodology: Visual Arts or	
EDUC6570 Standards-based Curriculum and Methodology: Secondary Mathematics.....	3
Total.....	24
<i>Additional Required Courses for Completion of M.A.T.</i>	
EDUC6584 Computers as a Teacher's Aid: Curriculum and Instruction.....	3
EDUC7812 Final Project.....	2
EDUC6740 Introduction to Students with Disabilities and Autistic Spectrum Disorder.....	3
Elective.....	3
<i>Total Credits Required for Graduation.....</i>	<i>36</i>

<b>English as a Second Language</b> <i>Required Courses for Certification*</i>	Credits
EDUC6565 Second Language Acquisition: Methods and Curriculum.....	3
EDUC6574 Applied Linguistics for Language Teachers.....	3
EDUC6575 Apprenticeship Teaching.....	6
EDUC6583 Advanced Clinical Practice.....	2
EDUC6631 Assessment in the Second-language Classroom.....	3
EDUC6654 Literacy Development for Second-language Learners.....	3
EDUC6661 The Multicultural Classroom.....	3
EDUC6824 Teaching Laboratory and Field Experience I.....	1
EDUC6825 Apprenticeship Teaching Seminar.....	2
EDUC6828 Teaching Laboratory and Field Experience II.....	1
EDUC6835 Effective Teaching and Effective Schools.....	3
Total.....	30
EDUC7812 Final Project.....	2-3
EDUC6740 Introduction to Students with Disabilities and Autistic Spectrum Disorder.....	3
<b>Total Credits Required for Graduation.....</b>	<b>36</b>

*\*Starting in fall 2018, the minimum required credits for initial certification will increase with the addition of EDUC6583 Advanced Clinical Practice (2 credits) and EDUC6740 Introduction to Students with Disabilities and Autistic Spectrum Disorders (3 credits). All candidates will be required to pass the edTPA to obtain certification.*

## Course Offerings

*Courses offered fall, spring and/or summer are so noted. To determine availability of courses not so designated, please check with appropriate school director.*

New.

### Education

*Peter Sammartino School of Education*

#### EDUC8650

**3 Credits**

#### **Organization and Administration in Higher Education**

This course provides an introductory exploration of the organization and administration of major American forms of higher education. The course will focus on the exploration of organizational and administrative forms, structures, processes, and critical issues including the organization across institutions and institutional types, as well as within the single institution. It will explore the different sectors of higher education, including public and private universities, liberal arts and technical colleges and community colleges. This course will provide the framework for the content in the studies of higher education.

#### EDUC8651

**3 Credits**

#### **History of Higher Education**

This course explores the history of higher education in the United States from the nation's formation to the present. It will explore the competing purposes Americans envisioned for colleges and universities. The course explores student life, institutional access and debates over the relationship between excellence and equity. It examines how colleges became centers of knowledge-making networks following World War II, and the activism of the 1960s and '70s. In addition, this course will give students a broader perspective on contemporary practices and problems in higher education including current developments in admission practices.

#### EDUC8652

**3 Credits**

#### **Database Management and Reporting in Higher Education**

This course will provide an introduction to data software and systems used to fulfill internal and external reporting. Essentials of data theory and management will be covered. Students will learn about the structure and querying of student information data systems (e.g. Banner, Colleague, PeopleSoft, Oracle) with respect to internal, state and federal reporting requirements. The use of common desktop data-management software (e.g. Excel, Access, SPSS, SAS) to create tabular and descriptive statistical analysis to support internal decision



# Addendum

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making will also be covered, including auditing and strategic planning.

## EDUC8653

3 Credits

### **Sustainable Development and Higher Education**

This course will examine how leaders in higher education can apply sustainable and equitable practices to support local and global communities. It will examine The Higher Education Sustainability Initiative (HESI), created in 2012 by the United Nations Department of Economic and Social Affairs, UNESCO. It will explore how higher education can integrate sustainable development across all disciplines of study, encourage research and dissemination of sustainable-development knowledge, develop green campuses and support local and global sustainability efforts, and engage and share information with international networks.

## EDUC8654

3 Credits

### **Innovation and Technology in Higher Education**

This course will explore how leaders in higher education can implement technology-enabled practices that optimize student success for all of today's students and create a culture that promotes collaboration, innovation, and change. Through case studies it will explore innovations that different higher education institutions have implemented successfully. It will explore online learning as a rapidly emerging framework for delivering instruction, as well as different technological applications, such as mobile technology, video conferencing and content-management systems.

## EDUC8655

3 Credits

### **Building an Inclusive University Culture**

This course will focus on how higher education leaders can create an organizational culture that respects all students, staff and faculty who comprise the learning community. It will examine institutional policies, laws and practices that can promote equitable practices. Different issues will be examined through case studies. Students with disabilities, bilingual populations, racial and gender differences will be discussed, as well as how changing demographics and socio-economic status affect student populations today.

## EDUC8656

3 Credits

### **Enrollment Management**

This course will examine the efforts related to recruitment, retention and graduation of students and how such work must be coordinated across the institution. It will also entail a focus upon revenue generation,

rankings, enrollment projections and institutional decisions that reflect and respond to broad demographic, economic, political and social forces respective to the needs of the institution to "craft an incoming class."

## EDUC8657

3 Credits

### **Community Development and Workforce Skills in Higher Education**

This course will explore common strategies for building partnerships between employers and educators to help students enter the workforce better equipped to establish careers. There is growing public concern about the return on investment (ROI) associated with higher education, which has created pressure for both public and private institutions to assume greater responsibility for students' post-graduation outcomes. Recent statistics report that there is an increasing misalignment between the talents employers demand and the skills graduates have as they enter the U.S. workforce. This course will examine how leaders in higher education can address this misalignment through articulations with community colleges and other universities, partnerships with local and national businesses and government agencies, work-based learning and internships, career services and University-wide initiatives.

## EDUC8658

3 Credits

### **Higher Education Policy**

The purpose of the course is to critically review current policy issues in higher education. The policy-making process, as well as methods of policy analysis and policy research, will be covered. This course will review higher-education policy issues on the state and federal level that leaders will most likely confront, such as state budgets, affordability, student loans, economic and workforce development, immigration and Title IX. It will also address policy issues impacting retention, graduation rates and the satisfaction and employment rates of graduates.

## EDUC8659

3 Credits

### **Data Analytics and Visualization in Higher Education**

Colleges and universities are increasingly using data analytics (i.e. predictive analytics) and visualization software (e.g. Tableau, Power BI) to analyze and benchmark student retention and graduation rates, as well as internal costs and productivity for improvement. This course will first cover predictive analytics and other regression-based models as they applied to marketing and admissions processes and predicting longitudinal student outcomes. The second half of the course will integrate the use of data-visualization software to create interactive-data models to enhance existing reporting as well as identify areas for

institutional improvement. Students will complete a capstone-data analysis project utilizing the skills introduced in both data-focused courses.

## EDUC8660

3 Credits

### **Field-based Internship**

This course will provide the student with real-life work experience within an approved higher-education institution. Mentors will be provided and students will attend a seminar to support their internship experiences.

## EDUC8661

3 Credits

### **Assessment and Evaluation in Higher Education**

This course will cover why assessments in higher education are crucial in measuring the educational effectiveness and quality of an institution. Formative and summative data will be discussed, as well as the different levels of assessment that need to occur: assessment of student-learning outcomes, assessment of disciplines and departments, and assessment of the institution. Instruments to collect data and methods of analysis will be covered.

## EDUC8662

3 Credits

### **Quantitative and Statistical Analysis**

A comprehensive survey of the theoretical and practical aspects of descriptive and inferential statistical procedures — z tests, t tests, analysis of variance, correlation and regression analysis, and nonparametric. Emphasis is on why and when to use the various procedures as well as on the interpretation of statistical results.

## EDUC8663

3 Credits

### **Research Methods and Design**

This course provides an introduction to quantitative and qualitative methods and procedures through the study of the logic and procedures of educational and social research. Information about the various stages of the research process with attention on measurement, sampling, design, data analysis and application will be included in the course.

## EDUC8664

3 Credits

### **Dissertation Seminar**

This seminar will guide students through the often-difficult process of conceptualizing a dissertation topic, writing proposals and defending both the proposal and the final project. Areas covered will include, but not be limited to, the development of a research statement; review of relevant literature; the writing process; internal review board (IRB) approval; data collection and analysis.

EDUC8665

0 Credits

**Dissertation Maintenance**

Continuation of the research project required of all Ed.D. candidates in higher education.

**The Dissertation**

A faculty mentor will be assigned to the doctoral candidate at the beginning of the program, and a traditional advisory committee will be set up before defense of the proposal. It is expected that the doctoral candidate will arrive at the dissertation phase with a research topic to pursue. The candidate can choose to complete a traditional or alternative dissertation format. For the alternative dissertation the candidate will develop at least three publishable manuscripts that support a singular theme; each manuscript will be approved by the committee in advance of the proposal defense. The candidate will follow the traditional dissertation format with five chapters: Chapter 1 is the introduction; Chapter 5 is the conclusion; Chapters 2, 3 and 4 are the individual papers. Candidates will be responsible for ensuring that their dissertation is consistent with University guidelines and the academic-integrity policy for their dissertation.

## **Electrical Engineering (M.S.E.E.)**

*(Pages 155–158)*

Updated.

This program, on-campus or online, is offered under the auspices of the Lee Gildart and Oswald Haase School of Computer Sciences and Engineering, Metropolitan Campus, Teaneck, New Jersey.

## **Electronic Commerce (M.S.)**

*(Pages 159–160)*

Updated.

This program is offered under the auspices of the Lee Gildart and Oswald Haase School of Computer Sciences and Engineering, Metropolitan Campus, Teaneck, New Jersey.

## **English for Professional Success**

*(Pages 160–161)*

**Placement Testing**

*(Page 160)*

Updated.

While students may have achieved the TOEFL or other proof of English-proficiency score required for admission, further development in English proficiency may be necessary to support academic achievement and to ensure effective progress in the students' chosen academic program. All incoming graduate international students, unless exempt from testing, *must* be tested for placement during the orientation session. New international students should not assume that they are exempt from this English test even though they have had many years of English education in their home countries or abroad. Students will be placed into or exempted from taking an EPS course based on the result of their placement test.

Graduate students who are placed into an EPS course must take the lecture and corequisite lab and will be charged a fee upon registration

## Addendum

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### Film (M.F.A.)

#### Application Deadlines

(Page 162)

Updated.

**Fall application deadline:** All students must begin the program with a summer residency (July or August) — the deadline for attending the residency and the fall semester is June 1.

**Spring application deadline:** All students must begin the program with a January residency — the deadline for the residency and the spring semester is November 30.

#### To Apply

(Page 162)

Revised.

1. Complete the FDU Graduate Application online.

- Choose a concentration: screenwriting, producing, directing, cinematography or editing.

- Official transcripts should be sent to the Graduate Admissions Office. All undergraduate transcripts are required.

- GRE scores are not required.

- The M.F.A. program is housed on the Florham Campus in Madison, New Jersey.

2. Submit a portfolio or a link to a portfolio via email to gradfilm@fdu.edu.

- Applicants can submit a film work (.mov or QT file), a screenplay, stage play or creative writing document (Use PDF or MS Word format). Portfolios may contain live-action film material, screenplays or other written narrative work. Work from other disciplines can be submitted — be it animation, playwriting, photography, graphic design or fine arts.

- If the portfolio is too large to email, applicants will be directed to the University's server. Email gradfilm@fdu.edu for details.

3. Letters of recommendation are welcome but not required. They can be sent to the Graduate Admissions Office at grad@fdu.edu.

4. Applicants should complete the Free Application for Federal Student Aid (FAFSA) online for 2019–2020 as soon as possible if they require financial aid. They do not have to accept any funds unless they choose to. Many graduate students

are eligible for state and/or federal loans and aid. FDU's Financial Aid Office at the Florham Campus (973-443-8704) can assist with this.

In making admissions decisions, the greatest weight will be given to the portfolio, screenwriting samples, completed film projects, festival and professional recognition. Work-related experience will also be taken into consideration. While admission will not require the undergraduate major to have been in a film-related field, creativity demonstrated while an undergraduate or in professional work environments will be considered.

Prospective students may also arrange a meeting with one of the program directors to discuss program options and tour the film facilities.

#### Curriculum

(Page 162)

Revised.

The degree takes a minimum of two years to complete. Students have up to five years to finish the program. Four on-campus residencies, eight online courses and a portfolio are required for the degree. A total of 60 credits are required to graduate.

### Global Affairs (M.A.)

(Pages 164–166)

Updated.

Offered under the auspices of the School of Public and Global Affairs, the M.A. in global affairs comprises 30 credits (10 courses) of graduate-level course work offered primarily to consular and diplomatic staff off-campus.

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### Hospitality Management Studies (M.S.)

(Pages 172–176)

Updated.

International School of Hospitality, Sports, and Tourism Management (ISHSTM) is located in the third-largest hospitality destination in the world

This program is offered under the auspices of the International School of Hospitality, Sports, and Tourism Management, at the Florham Campus, Madison, New Jersey; and the Metropolitan Campus, Teaneck, New Jersey; various locations throughout New Jersey; and at the FDU Vancouver Campus, British Columbia, Canada.

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### Management Information Systems (M.S.)

(Pages 176–178)

Updated.

This program is offered under the auspices of the Lee Gildart and Oswald Haase School of Computer Sciences and Engineering, Metropolitan Campus, Teaneck, New Jersey.

## Medical Technology (M.S.)

(Pages 178–180)

Updated.

This program is offered under the auspices of the Henry P. Becton School of Nursing and Allied Health, Metropolitan Campus, Teaneck, New Jersey.

## Nursing (M.S.N.)

(Pages 180–189)

Updated.

This program is offered under the auspices of the School of Nursing and Allied Health, Metropolitan Campus, Teaneck, New Jersey; and Florham Campus, Madison, New Jersey.

### Nursing Education

(Page 183)

The nurse educator M.S.N. program prepares nurses as direct-care givers and teachers in associate or bachelor's degree programs in nursing education. Students acquire knowledge and skills in teaching and direct-patient care that enable them to work effectively with students, patients and consumers. Students complete a preceptored practicum that is individually tailored to student goals. The program is also available online.

### Required Core Courses (8 credits)

	Credits
NURS6600	
Introduction to Advanced Nursing: Philosophies and Theories.....	3
NURS7701	
Advanced Research and Evidence-based Practice.....	3
NURS7752	
Master Project Seminar.....	2

### Advanced Nursing Education Courses (25 credits)

NURS6615	
Advanced Pharmacology.....	3
NURS6620	
Advanced Health Assessment Theory....	2
NURS6621	
Advanced Health Assessment Practicum.....	2
NURS7702	
Advanced Pathophysiology.....	3
NURS7705	
Educational and Learning Theory.....	3
NURS7706	
Teaching Strategies for the Learning Environment.....	3
NURS7713	
Curriculum Development and Theory.....	3
NURS7714	
Outcomes Assessment.....	3

Credits

NURS7722	
Advanced Nursing Care Practicum.....	3
NURS7771	
Seminar in Nursing Education.....	2
Total.....	5

### Course Offerings

(Pages 184–189)

Updated.

NURS7771

2 Credits

#### Seminar in Nursing Education

This course provides the opportunity for the students to discuss pertinent issues, challenges and innovations in nursing education in the 21st century. Discussion will be guided by faculty mentors. Prerequisite: NURS7717 Teaching Practicum.

NURS7722

3 Credits

#### Advanced Nursing Care Practicum

The course requires students to provide sustained direct care to individuals, families and populations in various settings. Students will apply nursing, research, science and educational theories in the role of direct-care giver at the M.S.N. level. This course requires the student to complete 120 hours of mentored practicum by an advanced practice nurse faculty. Participation in this course facilitates the synthesis of nursing, educational theories, concepts and research in performing the advanced practice role in a wide range of settings including acute, chronic, critical-care, long-term care, home-health, community and educational settings.

## Addendum

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### **Nursing Practice (D.N.P.)**

(Pages 190–193)

Updated.

This program is offered under the auspices of the Henry P. Becton School of Nursing and Allied Health, Metropolitan Campus, Teaneck, New Jersey.

### **Physician Assistant (M.S.)**

New.

The FDU Physician Assistant (PA) Studies Program is committed to preparing future socially responsible professionals who possess the academic knowledge, clinical skills and professional attitudes requisite for providing compassionate patient-centered care in a dynamic health care system. With that in mind, the program developed its mission and goals and designed a curriculum that would provide learning experiences that promote the acquisition of those same skills. The FDU PA Studies Program developed a two-and-a-half-year curriculum leading to a Master of Science (M.S.) in physician assistant studies.

This curriculum encompasses a 44 week (excluding vacation and holidays) Didactic Phase that includes classroom and laboratory instruction in the medical sciences, clinical medicine, clinical and procedural skills, professional topics, and medical research. Students are exposed to diverse learning modalities through lectures, case-based problem-solving sessions; simulated case scenarios; and hands on learning in the Virtual Cadaver, Physical Exam, Simulation, and Procedural Labs. In addition, students partake in service learning in local and global communities; and learn about and actively participate in medical research.

The Clinical and Advanced Clinical Phases, 65 weeks in length (excluding vacations and holidays) is dedicated to supervised practice experiences, research, and enhancement of clinical and procedural skills. Clinical experiences take place at affiliate hospitals, clinics, and other medical institutions. Ten five-week blocks are dedicated to required and elective supervised clinical experiences in emergency, inpatient, outpatient, surgical, urgent care, and long-term care settings that provide acute, chronic, emergent and preventative care to patients of diverse backgrounds across the life span (infants, children, adolescents, adults and elderly). Social responsibility and clinical learning are further enhanced through participation in medical service trips and elective international rotations. Students work on research projects (for two, five-

week blocks) reflective of their professional and clinical interests that culminate in a thesis defense and the dissemination of findings at public forums. Time is dedicated to simulated learning (an additional five-week block) focusing on the enhancement of critical thinking, decision making, and procedure skills.

Upon satisfactory completion of the PA Program and its requirements, the PA student will be awarded a Master of Science in PA Studies and a PA Certificate of Completion.

Upon successful completion of the two-and-one-half year program, graduates are eligible to sit for the Physician Assistant National Certifying Examination (PANCE) administered by the National Commission on the Certification of Physician Assistants (NCCPA, [www.nccpa.net](http://www.nccpa.net)). After passing the PANCE, graduates become certified Physician Assistants (PA-C) and are eligible for licensure to practice as determined by a state's licensing board.

#### **Physician Assistant Program Mission, Goals and Outcome**

##### ***Mission***

To prepare future PAs, socially responsible members of interprofessional teams, empowered to promote health, provide compassionate patient-centered care, and advocate for the well-being of local and global communities.

##### ***Program Goals***

- 1.) Design learning experiences that promote the acquisition of sound academic knowledge and competent clinical skills.
- 2.) Provide clinical experiences in a variety of health care settings with diverse patients across the lifespan.
- 3.) Foster professional attitudes, adherence to ethical standards, and commitment to patient-centered care.
- 4.) Develop local and global service-learning opportunities.
- 5.) Guide the development of research studies culminating in the dissemination of findings at public forums.
- 6.) Prepare graduates to successfully obtain national certification and state licensure(s).
- 7.) Cultivate commitment to lifelong service and learning.

**Program Outcomes**

Outcomes and the success of the program in achieving its goals will be available with the graduation of the first class, anticipated to enter June 2021.

**Admission Requirements****Admission Criteria****Education**

The educational requirements for admission include:

- Bachelor of Science or higher degree
- Completion of the following courses within the last 10 years
  - a. Anatomy and Physiology I and II
  - b. General Chemistry I and II
  - c. Genetics
  - d. Microbiology
  - e. Organic Chemistry I
  - f. Organic Chemistry II or Biochemistry

**Work/Volunteer Experience**

The FDU Physician Assistant Program requires a minimum of 400 patient contact hours or health care-related experiences, obtained through work or volunteer commitments.

**Letters of Recommendation**

Three letters of recommendation will be required which may be provided from employers, supervisors, professors, or others who may be able to reflect on the applicant's professional and educational achievements and potential.

**Advanced Placement**

The Physician Assistant Program does not grant incoming physician assistant students advanced placement. Due to the sequential construction of the physician assistant curriculum, physician assistant students are required to attend all courses and rotations in the didactic and clinical phases. There is no transfer of credit and no credit is granted for work experience.

**Academic Standards for Enrollment**

- Overall Grade Point Ratio of 3.20 or higher
- Science Grade Point Ratio of 3.00 or higher
- Completion of all prerequisite courses with a grade of B

**Policies and Procedures**

For policies and procedures specific to the Physician Assistant Program, see <https://www.fdu.edu/academics/colleges-schools/pharmacy/pa/policies/>

**Technical Standards**

For technical standards specific to the Physician Assistant PA Program, see <https://www.fdu.edu/academics/colleges-schools/pharmacy/pa/admissions/>

**Requirements for the Master of Science Degree****Didactic Phase – 1st year****Didactic Phase – Summer Semester**

	Credits
PHAS6100	
Medical Science I – Anatomy.....	4
PHAS6120	
Medical Science II – Physiology.....	3
PHAS6200	
Clinical Skills I.....	3
PHAS6400	
Public Health and Role of the PA.....	2

**Didactic Phase – Fall Semester**

PHAS6130	
Medical Science III – Pathophysiology and Genetics.....	4
PHAS6140	
Pharmacology and Pharmacotherapeutics I.....	3
PHAS6300	
Family Medicine and Primary Care.....	4
PHAS6320	
Maternal and Child Medicine.....	4
PHAS6220	
Clinical Skills II.....	3
PHAS6260	
Procedural Skills I.....	3

**Didactic Phase – Spring Semester**

PHAS6150	
Pharmacology and Pharmacotherapeutics II.....	3
PHAS6340	
Internal Medicine.....	4
PHAS6350	
Emergency and Surgical Medicine.....	4
PHAS6230	
Clinical Skills III.....	3
PHAS6270	
Procedural Skills II.....	3
PHAS6420	
Health Promotion and Determinants of Health.....	2
PHAS6600	
Analysis of Evidence Based Literature.....	3

**Clinical Phase I****Clinical Phase I – Summer**

PHAS7500		Credits
SCPE 1.....		4
PHAS7510		
SCPE 2.....		4
PHAS7600		
Research I – Research Questions and Proposals.....		4

**Clinical Phase I – Fall**

PHAS7360		
Critical Thinking and Medical Decision Making I.....		4
PHAS7620		
Research II – Study Designs.....		4
PHAS7520		
SCPE 3.....		4
PHAS7530		
SCPE 4.....		4
PHAS7540		
SCPE 5.....		4

**Clinical Phase I – Spring**

PHAS7380		
Critical Thinking and Medical Decision Making II.....		3
PHAS7400		
Implications of Global Health.....		2
PHAS7420		
Medical Spanish.....		2
PHAS7550		
SCPE 6.....		4
PHAS7560		
SCPE 7.....		4
PHAS7650		
Research Project I.....		4
PHAS7630		
Research III – Data Collection and Analysis.....		3

**Advanced Clinical Phase II****Clinical Phase II – Summer**

PHAS8500		
SCPE 8.....		4
PHAS8510		
SCPE 9.....		4
PHAS7640		
Research IV – Results and Conclusions.....		4

**Clinical Phase II – Fall**

PHAS8360		
Critical Thinking and Medical Decision Making III.....		3
PHAS8400		
Health Law and Professional Concepts.....		2
PHAS8520		
SCPE 10.....		4
PHAS8560		
Simulated Interactive Medicine.....		4

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	Credits
PHAS8600	
Research V – Dissemination and Presentation.....	3
PHAS8650	
Research Project II.....	4

## Course Offerings

To determine availability of courses please check with appropriate department chair/dean.

### Physician Assistant Program

School of Pharmacy and  
Health Sciences

#### PHAS6100

4 Credits

##### Medical Science I - Anatomy

The purpose of this course is to introduce concepts of biomedical and clinical sciences by integrating the principles of anatomy into the study of medicine. Instruction is provided regarding human anatomical structures, their intercommunications and relevance to the various organ systems. The content serves as the foundation for an understanding of medical conditions and disease processes. The principles of clinical anatomy are reinforced with gross anatomy lectures and practicums in the virtual cadaver laboratory. Applicability to patient care is provided by integrating the knowledge of human anatomy into an understanding of physical examination techniques, diagnostic skills, differential diagnoses and patient management. Case studies reinforce the importance of knowledge of the biomedical sciences for clinical medicine.

#### PHAS6120

3 Credits

##### Medical Science II - Physiology

The purpose of this course is to introduce the concepts of biomedical and clinical sciences by integrating the principles of physiology into the study of medicine. Instruction is provided regarding physiologic principles, concepts and formulas as related to normal physiologic processes and the changes in disease states. The physiologic principles form the framework for correlating normal physiologic functions to changes occurring in disease processes. The course outline is reflective of the organ systems of the human body. The course content serves as the foundation for understanding the pathophysiologic effects of disease. Clinical applicability is emphasized through the integration of principles of medical physiology into clinical case studies and problem-solving sessions.

#### PHAS6130

4 Credits

##### Medical Science III - Pathophysiology and Genetics

This biomedical and clinical science course provides an in-depth understanding of principles

of pathophysiology and human genetics and their applicability to clinical medicine. The principles of pathophysiology facilitate an understanding of the development and progression of disease processes and the importance of the recognition of their unique characteristics. Case studies are incorporated to emphasize the clinical relevance of pathologic findings. Discussions focus on characteristic or pathognomonic findings that direct work-up, therapy, or follow-up. For an in-depth understanding of the pathophysiology of disease states, anatomical and physiologic principles are built upon and integrated into the understanding of various medical conditions, their etiologies, applicable preventive measures, and reasoning for treatment options. In addition, principals of human genetics are applied to the understanding of hereditary disorders and congenital anomalies to help formulate appropriate diagnostic evaluations and patient managements. The course outline is reflective of the organ systems of the human body. The course content serves as a foundation for the clinical medicine courses. Prerequisites: PHAS6100 Medical Science I - Anatomy and PHAS6120 Medical Science II - Physiology.

#### PHAS6140

3 Credits

##### Pharmacology and Pharmacotherapeutics I

This biomedical and clinical science course is designed to integrate the principles of pharmacology and pharmacotherapeutics into the clinical practice of medicine: Drug therapies are reviewed by classes and in relation to their applicability to each of the major organ systems. Information is provided regarding indications, mechanisms of actions, contraindications and adverse effects. Prerequisites: PHAS6100 Medical Science I - Anatomy and PHAS6120 Medical Science II - Physiology.

#### PHAS6150

3 Credits

##### Pharmacology and Pharmacotherapeutics II

This biomedical and clinical science course continues with the principles of pharmacology and pharmacotherapeutics as they relate to specific physiologic systems and pathological conditions. Drug therapies are reviewed by classes and in relation to their applicability to major systems. Discussions focus on drug indications, mechanisms of action, contraindications and adverse events. Prerequisite: PHAS6140 Pharmacology and Pharmacotherapeutics I.

#### PHAS6200

3 Credits

##### Clinical Skills I

This clinical medicine course focuses on the clinical and technical skills needed for performance of complete and thorough patient assessments. Students will develop an

appreciation for the significance of effective history and physical examinations that lead to proper evaluations, diagnoses and management. Students will gain the appropriate skills for performing through assessments. The course content encompasses history taking, physical-exam techniques (applicable to each body system), oral and written presentation of case encounters; and appropriate case write ups. Students learn to understand disease processes from a clinical perspective and the appropriate approach to comprehensive evaluation, diagnosis and management in patients requiring a spectrum of care (preventative, acute, emergent, and chronic).

#### PHAS6220

3 Credits

##### Clinical Skills II

This clinical medicine course focuses on the clinical and technical skills needed for appropriate patient education through the incorporation of diagnostic studies. Students learn which diagnostic studies to order in given case scenarios and to interpret the findings of those studies. Screening and confirmatory tests are discussed with respect to indications, contraindications, procedures and results and related to sensitivity, specificity, and positive- and negative-predictive values. Diagnostic tests are reviewed in relationship to body systems, characteristic findings, assessment values and appropriate follow up to test findings. Students learn to understand disease processes from a clinical perspective and the appropriate approach to comprehensive evaluation, diagnosis and management in patients requiring a spectrum of care (preventative, acute, emergent and chronic). Prerequisite: PHAS6200 Clinical Skills I.

#### PHAS6230

3 credits

##### Clinical Skills III

This clinical medicine course focuses on clinical and technical skills and an enhancement of students' clinical skills through a more in-depth analysis of diagnostic studies. Students learn the varying purposes of diagnostic studies and their incorporation into the evaluation, diagnosis and management of patients. Students learn to determine which and when to order tests based on presentations and ages and how best to interpret findings. Screening and confirmatory tests are evaluated and indications, versus contraindications are discussed. Diagnostic tests are reviewed in relationship to initial vs. follow-up visit, body systems, characteristic findings, assessment value, and appropriate follow up. Students learn to understand disease processes from a clinical perspective and the appropriate approach to comprehensive evaluation, diagnosis, and management in patients requiring a spectrum of care (preventative, acute, emergent and chronic). Prerequisite: PHAS6220 Clinical Skills II.

**PHAS6260**

**3 Credits**

**Procedural Skills I**

The purpose of this course is to develop students' clinical and technical competencies in providing patient care. The course introduces students to clinical interventions and performance of procedural skills. Students develop clinical and procedural skills by practicing on part-task trainers in the simulation laboratory in preparation for practice sessions with assigned lab partners.

**PHAS6270**

**3 Credits**

**Procedural Skills II**

The purpose of this sequenced course is to enhance students' clinical and technical competencies in providing patient care. The course focuses on strengthening and building upon clinical intervention and procedural skills taught during PHAS6260 Procedural Skills I. Students build upon their existing clinical and procedural skills by utilizing part-task trainers in the simulation laboratory and proceeding to practice with assigned lab partners. Prerequisite: PHAS6260 Procedural Skills I.

**PHAS6300**

**3 Credits**

**Family Medicine and Primary Care**

This course serves as a foundation for clinical medicine as it familiarizes the student with the basic concepts of family medicine and primary care. Students learn to recognize common medical problems affecting all organ systems that often present to primary-care and family-medicine practitioners. They learn to appreciate the importance of counseling patients on preventative measures and educating patients and their families on therapeutic options. Emphasis is placed on prevention, recognition, evaluation and diagnosis of common conditions requiring a spectrum of care (acute, emergent, chronic, rehabilitative and palliative) in patients across the life span. The course focuses on medical problems commonly encountered in family medicine and primary care settings and students learn to understand disease processes from a clinical perspective and the appropriate approach to comprehensive evaluation, diagnosis and management. Prerequisite: PHAS6130 Medical Science III - Pathophysiology and Genetics

**PHAS6320**

**4 Credits**

**Maternal and Child Medicine**

This clinical-medicine course familiarizes students with medical conditions specific to maternal and child medicine. Lectures and case studies are provided on the diagnostic, therapeutic and counseling techniques aimed at managing the sensitive issues in both the obstetrical and gynecological patients and familiarizing students with management specific

to pediatric patients. Students learn to appreciate the importance of counseling patients and their families on therapeutic options. Emphasis is placed on prevention, recognition, evaluation and diagnosis of common conditions requiring a spectrum of care (acute, emergent, chronic, rehabilitative and palliative) in patients across the life span. The course focuses on medical problems commonly encountered in obstetrical, gynecological and pediatric settings, and students learn to understand disease processes from a clinical perspective and the appropriate approach to comprehensive evaluation, diagnosis and management. Students recognize the need to counsel patient, parent, child, caregivers and family and to integrate special techniques, such as monitoring confidentiality and anticipatory guidance. Prerequisite: PHAS6130 Medical Science III - Pathophysiology and Genetics.

**PHAS6340**

**4 Credits**

**Internal Medicine**

The purpose of this clinical medicine course is to provide physician assistant students with a broad, in-depth fund of knowledge of clinical medicine. The course encompasses an overview of internal medicine and its various subtopics. The course outline is reflective of a systems approach, and the content is reflective of the depth and breadth of the practice of medicine. The intent of the course is to provide students with the skills to transition from the acquisition of medical knowledge to the incorporation of that knowledge into the practice of clinical medicine. Emphasis is placed on prevention, recognition, evaluation and diagnosis of common conditions requiring a spectrum of care (acute, emergent, chronic, preventative, rehabilitative, palliative and end-of-life) in patients across the life span (adult, elderly). The course focuses on medical problems commonly encountered in internal medicine settings, and students learn to understand disease processes from a clinical perspective and the appropriate approach to comprehensive evaluation, diagnosis and management. Students learn to appreciate the importance of counseling patients on preventative measures and educating patients and their families on therapeutic options. Prerequisite: PHAS6300 Family Medicine and Primary Care.

**PHAS6350**

**4 Credits**

**Emergency and Surgical Medicine**

The purpose of this course is to enhance students' medical knowledge of clinical medicine by focusing on the recognition and management of conditions seen in emergency departments and surgical settings. Students are introduced to the rapid and efficient management of the emergent or trauma patient with conditions involving all organ systems, as

well as the surgical patient pre-, intra- and post-operatively. Students learn to design personal methods of rapid assessment and management for acute, emergent and critical patients in the emergency department and surgical settings. Reviews of emergency medicine and general surgery cases include the breakdown of medical conditions by presentation, history, physical examination, work-up, differential diagnoses, intervention, management, counseling and education. Students learn to manage acute, urgent and emergent patients, consider patient status, effective triage protocols; and learn to develop appropriate assessment and treatment plans. Prerequisite: PHAS6300 Family Medicine and Primary Care.

**PHAS6400**

**2 Credits**

**Public Health and Role of the PA**

This course is designed to provide physician assistant (PA) students with knowledge and skills for understanding the U.S. health care system, its organization and policies. It provides an introduction to health policy and management and the interplay of delivery and quality for individuals and populations. Students engage in discussions about multiple dimensions of the policy-making process, including the roles of ethics and evidence. Students learn to analyze and advocate for policies that improve health in diverse populations and promote health equity. The course integrates principles of professionalism, human behavior, cultural diversity and ethics and emphasizes their importance for practice. Discussions focus on issues related to health care initiatives and PA professional practice and include topics such as documentation, quality improvement, billing and coding, health promotion, preventive measures mindful of cultural diversity and principles of medical ethics. The course focuses on principles of professionalism as they relate to PA practice. PA students review the history of their profession, the transition of the profession to patient-centered healthcare teams and new health care initiatives impacting PA practice in changing health care systems. The course culminates with the review of medical cases confronting public health and medical ethical dilemmas. Historical cases and current guidelines are reviewed. Opportunity is provided for self-reflection and the evaluation of one's own values, and students formulate plans to address public health dilemmas in relation to cultural beliefs, socioeconomic factors, medical legal issues and ethical challenges.

**PHAS6420**

**2 Credits**

**Health Promotion and Determinants of Health**

This course introduces physician assistant (PA) students to the core concepts of social and behavioral determinants and their influence on the health of individuals, communities and



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populations. Students analyze and compare relevant research so as to develop an understanding of those determinants as they contribute to disease prevention and health promotion. This course also introduces PA students to principles of social and behavioral science and the impact of cultural differences on health outcomes including the impact of racial, ethnic and socioeconomic disparities. PA students utilize these principles to extrapolate the role and significance of various issues in the provision of medical care to diverse populations. Students integrate knowledge of these issues into effective health-promotion plans. Topics span human nature, cultural differences, obstacles encountered in the delivery of health care (e.g., the effect of differences on communication), and the impact of social determinants of health. Prerequisite: PHAS6400 Public Health and Role of the Physician Assistant.

## PHA6600

3 Credits

### **Analysis of Evidence-based Literature**

This course provides the skills for effective review and analysis of the expanse of medical literature. Students discuss current medical issues of concern applicable to patient care and learn to navigate the vast medical literature using online medical databases. Students learn how to appropriately select literature corresponding to their areas of interest and how to approach an analysis of published studies. Students are taught to search, interpret, and evaluate medical literature and appropriately frame research questions. Students are introduced to the more commonly used statistical methods in medical, public health, epidemiological, and experimental research including appropriate sampling methods. Students also learn how to apply selected methods to actual data, and how to analyze and interpret findings. They then apply this knowledge to the critique and interpretation of statistical findings in the literature.

## PHAS7360

4 Credits

### **Critical Thinking and Medical Decision Making I**

The purpose of this course is to introduce evidence-based medicine and learn to utilize that knowledge to understand disease pathology and therapeutic interventions. The emphasis is on critical thinking and its applicability to the identification and management of various medical conditions. Through case studies and critical analyses, students develop assessment algorithms and flow charts reflective of the needs of diverse patient populations. The case studies are reflective of patient symptomatology correlated to specific organ systems. Prerequisite: PHAS6340 Internal Medicine.

## PHAS7380

3 Credits

### **Critical Thinking and Medical Decision Making II**

The purpose of this course is to utilize the knowledge gained of evidence-based medicine and expand upon that knowledge for a more in-depth understanding of disease pathology and therapeutic interventions. The emphasis is on critical thinking and its applicability to the identification and management of more complicated medical conditions. Through progressively more in-depth case studies and critical analyses, students expand upon their critical thinking skills to address the needs of diverse patient populations. The case studies reflective of greater depth and breadth correlate to various organ systems. Prerequisites: PHAS6340 Internal Medicine and PHAS7360 Critical Thinking and Medical Decision-Making I.

## PHAS7400

3 Credits

### **Implications of Global Health**

This course provides a comprehensive overview of the structures and operations of various health care systems and their role in the delivery of health care to diverse populations. Major forces and trends that are likely to shape the environment are identified and examined in both local and global contexts. The spectrum of social and behavioral sciences is considered in relation to the continuum of patient-centered health care delivery. Various international implementations of public health programs are considered such as preventive vaccinations, malnutrition and maternal and fetal mortality. This helps future health care practitioners understand how such topics are influenced, by whom, and how strategies can be formulated and implemented both in the United States and at a global level. The course also introduces the health care practitioner to the philosophies of health education and medical ethics. It identifies key elements needed for constructing effective health education programs including culturally sensitive teaching approaches. Students are guided through the design of health-educational projects reflective of their particular interests, geared for patients, patient families or communities. Prerequisite: PHAS6420 Health Promotion and Determinants of Health.

## PHAS7420

2 Credits

### **Medical Spanish**

The goal of this course is to provide an immersion-learning experience into the language and culture with the intent of enhancing clinicians' ability to provide quality care to diverse populations and gain an appreciation for cultural sensitivity. Discussions will focus on the impact of racial, ethnic and socioeconomic disparities. The course focuses on medical dialogue providing vocabulary and phrases that

facilitate greetings, discussions of symptomatology, medical histories, physical examinations, diagnostic studies and patient education. The goal is to provide physician assistant students with the tools to foster an environment of inclusion and diversity leading to enhanced communication, effective counseling and long-term compliance.

## PHAS7500

4 Credits

### **SCPE in Behavioral Mental Health**

This is a SCPE (supervised clinical practice experience) focusing on behavioral and mental health. Patient encounters take place in outpatient clinics and inpatient hospital settings. The supervised clinical practice experiences are intensive, supervised hands-on learning experiences in behavioral and mental health that emphasize the provision of diagnostic, therapeutic, preventive and health-maintenance services. The supervised clinical practice experience is dedicated to clinical practice in the field of psychiatry and behavioral medicine. The goal is for physician assistant students to develop an appreciation for the importance of the principles and concepts of psychiatry and behavioral medicine in the practice of medicine.

## PHAS7510

4 Credits

### **SCPE in Family Medicine and Primary Care**

This is a SCPE (supervised clinical practice experience) focusing on the clinical practice of family medicine and primary care. Patient encounters take place in outpatient settings. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in family medicine that emphasize the provision of diagnostic, therapeutic, preventive, and health maintenance services. This supervised clinical practice experience is dedicated to clinical practice in family medicine and primary care and the care of preventative, chronic and acute conditions. The goal for physician assistant students is to develop an appreciation for the importance of the principles and concepts of family medicine in the practice of medicine.

## PHAS7520

4 Credits

### **SCPE in Internal Medicine**

This is a SCPE (supervised clinical practice experience) focusing on the clinical practice of internal medicine. Patient encounters take place in inpatient hospital settings on internal medicine floors. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in internal medicine that emphasize the provision of diagnostic, therapeutic, preventive and health-maintenance services. This supervised clinical practice experience is dedicated to clinical practice in areas of internal medicine and the care of acute,

emergent, chronic and preventative conditions as well as rehabilitative, palliative, and end-of-life care. The goal is for physician assistant students to develop an appreciation for the importance of the principles and concepts of internal medicine in clinical practice.

**PHAS7530**

**4 Credits**

**SCPE in Medicine and Long-term/Rehabilitative Care**

This is a SCPE (supervised clinical practice experience) focusing on medicine and long-term/rehabilitative care. Patient encounters take place in medical, rehabilitative and long-term care facilities. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in medicine and long-term rehabilitative care that emphasize the provision of diagnostic, therapeutic, preventive and health-maintenance services. This supervised clinical practice experience is dedicated to clinical practice in medicine and long-term rehabilitative care and the care of chronic, rehabilitative and end-of-life/palliative care with emphasis on the work of the interdisciplinary health care team. The goal is for physician assistant students to develop an appreciation for the importance of the principles and concepts of long-term care in the practice of medicine.

**PHAS7540**

**4 Credits**

**SCPE in Pediatrics**

This is a SCPE (supervised clinical practice experience) focusing on the clinical practice of pediatrics. Patient encounters take place in the outpatient ambulatory and inpatient settings. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in general pediatrics that emphasize the provision of diagnostic, therapeutic, preventive and health maintenance services. The supervised clinical practice experience is dedicated to clinical practice in a general-pediatric practice environment and the care of preventative and acute conditions. The goal is for physician assistant students to develop an appreciation for the importance of the principles and concepts of pediatrics in clinical practice.

**PHAS7550**

**4 Credits**

**SCPE in Surgery**

This is a SCPE (supervised clinical practice experience) focusing on general surgery. Clinical interactions take place in the inpatient-hospital, surgical setting involving pre-op, OR and post-op care. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences that emphasize the provision of diagnostic, therapeutic, preventive and health-maintenance services. This supervised clinical practice experience is dedicated to clinical practice in general surgery and the care of acute and emergent conditions.

The goal is for physician assistant students to develop an appreciation for the importance of the principles and concepts of surgery in the practice of medicine.

**PHAS7560**

**4 Credits**

**SCPE in Women's Health**

This is a SCPE (supervised clinical practice experience) focusing on women's health including gynecology and prenatal care. Patient encounters take place in outpatient and inpatient settings. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in women's health that emphasize the provision of diagnostic, therapeutic, preventive and health-maintenance services. This supervised clinical practice experience is dedicated to clinical practice in the field of women's health. The goal is for physician assistant students to develop an appreciation for the importance of the principles and concepts of women's health in the practice of medicine.

**PHAS7600**

**4 Credits**

**Research I: Research Questions and Proposals**

The purpose of this course is to establish the knowledge, skills, and groundwork for interpreting and implementing research studies. Students are provided the opportunity to explore and discuss areas of interest and to consider the development of a research project. The process begins with the framing of research questions and hypotheses applicable to patient care and progresses to literature searches and analysis of findings. The course culminates with the preliminary proposal. Prerequisite: PHA6600 Analysis of Evidence-based Literature

**PHAS7620**

**4 Credits**

**Research II: Study Designs**

This course builds upon previous knowledge of research-study designs and biostatistical methods utilized in medical and public health research. Study designs are aligned with study purposes, such as those focusing on etiological risk factors, determinants of health, distribution of diseases in populations, management protocols, efficacy of educational and health promotion programs, and patient and provider perspectives. Utilizing their preliminary research proposal, students further refine their design and develop a detailed research proposal poster. Prerequisite: PHAS7600 Research I: Research Questions and Proposals.

**PHAS7630**

**3 Credits**

**Research III: Data Collection and Analysis**

The purpose of this course is to gain an understanding of the process for a systematic

implementation of proposed studies. The course reviews effective data-collection strategies reflective of the research questions and hypotheses. The course also focuses on biostatistical methodologies and their applicability to the student's proposed study design. Sample datasets are provided for students to work on so as to strengthen their skills and better guide them to the data analyses most appropriate for their studies. The course culminates with the preparation of tables and graphs reflective of the analyzed data. Prerequisite: PHAS7620 Research II: Study Designs.

**PHAS7640**

**4 Credits**

**Research IV: Results and Conclusion**

The purpose of this course is for students to learn to take their research and, utilizing biostatistical methods, interpret their findings and transform their work into a thesis or research project. Students learn to analyze the results of their work and form conclusions. They learn the value of collaborative work and the importance of on-going medical research. Students enhance their problem-solving skills, learning to carefully tackle data that can potentially change medical practice and/or policy while also gaining an appreciation for the limitations of research. Prerequisite: PHAS7630 Research III: Data Collection and Analysis.

**PHAS7650**

**4 credits**

**Research Project I**

This course provides a practicum opportunity for students to be guided through the development of research studies leading to a research thesis. With the help of advisers, students construct research projects beginning with the framing of research questions and hypotheses. The course focuses on the development of research questions, study design, selection of sampling methods and instrument development. The course leads to the completion of a research paper reflective of the practicum experience. Prerequisite: PHA6600 Analysis of Evidence-based Literature.

**PHAS8360**

**3 Credits**

**Critical Thinking and Medical Decision Making III**

This course is designed and sequenced to follow PHAS7360 Critical Thinking and Medical Decision Making I and and PHAS7380 Critical Thinking and Medical Decision Making II. It expands upon the knowledge gained of evidence-based medicine, and the skills acquired for in-depth understanding of disease management. Students appraise evidence-based research and apply concepts to complex case studies. Students utilize the hierarchy of evidence to distinguish unique characteristics, differentiate from and compare to different

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disease processes, and formulate appropriate evidence-based treatment plans. Through progressively more in-depth case studies and critical analyses, students expand upon their critical thinking skills to address the needs of diverse patient populations. The case studies reflective of greater depth and breadth correlate to various organ systems. Prerequisites: PHAS6340 Internal Medicine and PHAS7380 Critical Thinking and Medical Decision Making II.

## PHAS8400

2 Credits

### Health Law and Professional Concepts

This course explores professional, legal and health issues and trends related to the medical practice of physician assistants (PAs) in the context of changing health care delivery systems. The course reviews legal foundations for roles, responsibilities and scopes of practice for PAs and other professionals in regard to legislative agendas, professional practice laws and regulations, credentialing, licensure, quality improvement principles and administrative systems providing the framework for modern health care delivery. Current legal and professional issues form a foundation for analyzing the successes and failures of health care delivery models. Interactive discussions provide a forum for the exploration of ethical dilemmas, social factors, medical legal issues and health policies. Review of historical cases enrich discussions of current guidelines and the role of PAs in patient advocacy. Prerequisite: PHAS6420 Health Promotion and Determinants of Health.

## PHAS8500

4 Credits

### SCPE in Emergency Medicine

This is a SCPE (supervised clinical practice experience) dedicated to emergency medicine in an emergency-medicine department of an affiliated hospital. Patient encounters take place in hospital-emergency departments. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in emergency medicine that emphasize the provision of diagnostic, therapeutic, preventive and health-maintenance services. The supervised clinical experience is dedicated to clinical practice in emergency medicine, and the care of acute and life-threatening conditions. The goal is for physician assistant students to develop an appreciation for the importance of the principles and concepts of emergency medicine in the practice of medicine.

## PHAS8510

4 Credits

### SCPE in Urgent Care, Adult

This is a SCPE (supervised clinical practice experience) focusing on urgent care in the adult population. Clinical interactions take place in

outpatient urgent-care settings. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in urgent care that emphasize the provision of diagnostic, therapeutic, preventive and health-maintenance services. This supervised clinical practice experience is dedicated to clinical practice in urgent care. The goal is for physician assistant students to develop an appreciation for the importance of the principles and concepts of urgent care in the practice of medicine.

## PHAS8515

4 Credits

### SCPE in Urgent Care, Pediatrics

This is a SCPE (supervised clinical practice experience) focusing on urgent care in the pediatric population. Clinical interactions take place in outpatient urgent-care settings. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in urgent care that emphasize the provision of diagnostic, therapeutic, preventive and health-maintenance services. This supervised clinical practice experience is dedicated to clinical practice in urgent care. The goal is for physician assistant students to develop an appreciation for the importance of the principles and concepts of urgent care in the practice of medicine.

## PHAS8520

4 Credits

### SCPE in Clerkship I, Advanced Health Care Experience

This SCPE (supervised clinical-practice experience) is dedicated to students' unique clinical interests and provides experiences to facilitate the transition toward becoming professional health care providers. Each student identifies a component or area of health care interest that impacts the health of a community or population and affords exposure to specific clinical experiences determined during the pre-clerkship advisement sessions. Through clinical involvement, physician assistant (PA) students learn to discern specific health needs and are guided through the development of medically-related health projects and the acquisition of medical knowledge reflective of the assessed needs. The goal is for PA students to demonstrate an understanding of the unique medical needs of the patients (across the life span) cared for in the elective supervised clinical experience.

## PHAS8525

4 Credits

### SCPE in Clerkship II, Advanced Procedures and Skills

This SCPE (supervised clinical practice experience) is dedicated to students' unique clinical interests and provides experiences that precept students through the acquisition of advanced skills for clinical practice. Each student identifies a component or area of health

care interest that allows for skill development and focuses on the areas identified during the pre-clerkship advisement session. Through clinical involvement, physician assistant (PA) students build upon their clinical and procedural skills and are guided through the acquisition of more advanced medical knowledge and skills. The goal is for PA students to demonstrate competency in advanced clinical skills in their elective supervised clinical experience of choice.

## PHAS8560

4 Credits

### Simulated Interactive Medicine

This course is a practicum dedicated to enhancing clinical and procedural skills via medical simulation modalities. Students participate in a wide range of simulation activities in a medical simulation laboratory. The experience includes intensive, supervised, hands-on learning experiences utilizing high- and low-fidelity manikins, part task trainers, and computer-based simulation activities that emphasize the provision of diagnostic and therapeutic services. The course provides an opportunity for students to practice lifesaving medical interventions (e.g., ACLS protocols) in a safe and nonjudgmental setting. Simulation sessions are recorded, providing students with the opportunity to review their sessions during debriefing.

## PHAS8600

3 Credits

### Research V: Dissemination and Presentation

The purpose of this course is for students to develop the skills needed for presentation and dissemination of original research work. Students learn to prepare thorough and insightful presentations that demonstrate understanding of the results, a high level of analytical skills, and an honest assessment of the value of the findings. The course culminates with the thesis defense at the Annual Research Symposium. Prerequisite: PHAS7640 Research IV: Results and Conclusion.

## PHAS8650

4 Credits

### Research Project II

This course provides a practicum opportunity for students to continue to be guided through the development of their research studies leading to a research thesis. With the help of advisors, students assess relevant evidence-based literature, collect data, and analyze outcomes. The course focuses on the development of clinically applicable discussions and conclusions based on collected and analyzed findings. The course leads to the completion of a research paper reflective of the practicum experience: PHAS7650 Research Project I.

## **Political Science (M.A.)**

*(Page 216)*

Updated.

Fairleigh Dickinson University's Department of Social Sciences and History offers students the benefit of earning a Master of Art degree in political science on the Metropolitan Campus. This program provides an integration of disciplines and areas of interest in political science and international affairs. The Master of Arts in political science aims to give students a well-rounded education and understanding of the dynamic changes currently taking place in the international community. The degree requires the successful completion of 33 credits. Twelve credits comprise the required courses that every student must take. The remaining 21 credits are electives depending on the student's area of interest and concentration.

### **For Information**

Updated.

For more information contact Dr. Chris Rasmussen, deputy department chair, or Katie Ingenito, assistant, at (201) 692-2465.

## **Psychology**

*(Pages 219–240)*

Updated.

There are a variety of psychology programs offered at the Florham Campus, Madison, New Jersey, (see page 220) and the Metropolitan Campus, Teaneck, New Jersey (see page 222). Updates to these programs are listed on the following pages by campus.

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## **Psychology**

### **Florham Campus**

*(Pages 220–222)*

Updated.

These programs are offered under the auspices of the School of Psychology and Counseling.

## **Psychology**

### **Metropolitan Campus**

*(Pages 220–240)*

Updated.

These programs are offered under the auspices of the School of Psychology and Counseling.

### **Clinical Psychology (Ph.D.)**

*See page 223.*

### **Clinical Psychopharmacology (M.S.) Postdoctoral**

*See page 227.*

### **Forensic Psychology (M.A.)**

*See page 229.*

### **General/Theoretical Psychology (M.A.)**

*See page 232.*

### **Postbaccalaureate Respecialization Program in Psychology**

*See below.*

### **School Psychology (Psy.D.)**

*See page 233.*

### **School Psychology (M.A.)**

*See page 238.*

# Addendum

## Clinical Psychology (Ph.D.)

(Page 223)

Updated.

### Admission Requirements and Information

4. Tuition for full-time course work (at least 12 credits but no more than 16.5 credits per semester with practicum assignment) is on a flat-fee basis of \$41,698.00\* per year as of 2020–2021. When students are on part-time status (less than 12 credits per semester), the fee is set at the regular graduate rate per credit. In addition, students authorized to begin their dissertation will be charged \$5,006.00\* per semester for two semesters. Thereafter, students will be required to register for dissertation maintenance (\$520.00\*) each semester until the dissertation is complete. Students are further charged \$265.00\* per semester for two semesters of internship.

### Requirements for the Ph.D. Program

#### Advanced Special Topics in Clinical Psychology

PSYC8114	Neuropsychology
PSYC8127	Clinical Child Psychology
PSYC8145	Advanced Cognitive Behavioral Therapy
PSYC9123	Family Therapy
PSYC9143	Advanced Psychodynamic Psychotherapy
PSYC9145	Seminar in Clinical Psychology
PSYC9160	Advanced Personality Assessment

## Forensic Psychology (M.A.)

### Admission Requirements

(Pages 229–230)

Updated.

1. A bachelor's degree from an accredited college or university.
2. Applicants must have taken introductory psychology, statistics and abnormal psychology.
3. Two letters of recommendation.
4. Students enrolling with prior graduate-level course work relevant to the curriculum may petition for waiver of up to 6 credits.

Applicants who have not completed all requirements for admission to the degree program may be permitted to enroll in classes for credit on a nonmatriculated or nondegree basis.

## School Psychology (Psy.D.)

### School Psychology (Five-year Psy.D.)

#### Requirements for the Psy.D. Degree

(Page 234)

Updated.

<b>Third Semester</b>	Credits
EDUC6743	
Introduction to Students with Disabilities in School and Community.....	3
PSYC7130	
Biological Bases of Behavior*.....	3
PSYC7615	
Child Assessment I with Practicum.....	3
PSYC7815	
Child Assessment II with Practicum.....	3
PSYC9173	
Practicum in School Psychology III.....	3
<b>Fourth Semester</b>	
PSYC7125	
Applied Social Psychology.....	3
PSYC8725	
Prevention and Intervention with Children and Adolescents.....	3
PSYC8815	
Child Assessment III with Practicum.....	3
PSYC8910	
School-based Consultation with Practicum.....	3
PSYC9174	
Practicum in School Psychology IV.....	3

\*This fee is a 2020–2021 fee. New tuition and fee charges for 2021–2022 will be announced in the spring of 2021. Please check with the Office of Enrollment Services for current charges.

\*For course description go to clinical psychology course offerings page 225

## School Psychology (M.A.) Plus Certification

(Page 239)

Updated.

<b>Third Semester</b>	Credits
EDUC6743	
Introduction to Students with Disabilities in School and Community.....	3
PSYC7130	
Biological Bases of Behavior*.....	3
PSYC7615	
Child Assessment I with Practicum.....	3
PSYC7815	
Child Assessment II with Practicum.....	3
<b>Fourth Semester</b>	
EDUC6702	
Curriculum and Instruction: Theory and Practice.....	3
PSYC8725	
Prevention and Intervention with Children and Adolescents.....	3
PSYC8815	
Child Assessment III with Practicum.....	3
PSYC8910	
School-based Consultation with Practicum.....	3

## Service Innovation and Leadership (M.S.)

(Pages 251–253)

This program had been suspended.

## Sports Administration (M.S.A.)

(Pages 253–256)

Updated.

The Master of Sports Administration program is offered under the auspices of the International School of Hospitality, Sports, and Tourism Management, at the Florham Campus, Madison, New Jersey; at the Metropolitan Campus, Teaneck, New Jersey; at locations throughout New Jersey; and online.

## Student Services Administration (M.A.)

(Pages 257-259)

Updated.

The Master of Arts (M.A.) in student services administration is designed for individuals pursuing careers in administrative and support positions in higher education. The relationship of universities to the federal government, to states and to local communities has taken on entirely new dimensions.

The 36-credit, nonthesis program consists of 18 credits of core courses, which include a three-credit course in college student personnel internship and 18 credits of electives. The required courses include: MSSA6601 Research Methods; MSSA6602 College Student Development; MSSA6603 Social Issues in Higher Education; MSSA6604 Governance, Planning and Finance in Higher Education; MSSA6605 The Law and Student Affairs; and MSSA6606 Student Services Internship. There is a required master's project.

Classes will be offered online, in-person at the Metropolitan Campus, Teaneck, New Jersey; at the Florham Campus, Madison, New Jersey; at other offsite locations where the University has a partnership to offer graduate degrees; and online.

Students can specialize in one of four areas including: **admission and financial-aid administration, institutional risks administration, intercollegiate sports administration and on-campus student administration**. In addition, the student can proceed directly from the master's program to the Ed.D. The program is offered through the School of Public and Global Affairs

### Course Offerings

#### **Student Services Administration**

*School of Public and Global Affairs*

\*For description go to clinical psychology course offerings page 225

## **Addendum**

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# **International Studies**

## **Vancouver Campus**

*(Page 260)*

Updated.

In fall 2007, Fairleigh Dickinson University opened an international campus in beautiful downtown Vancouver, British Columbia, Canada. Vancouver and New Jersey FDU students have the opportunity to study at any of the campuses while earning credits and experiencing living in a new country. This study-abroad opportunity is offered regularly. Please consult with your academic adviser and refer to the online class schedule on WebAdvisor (<http://webadvisor.fdu.edu>) each term for courses.

## ***Master of Administrative Science (M.A.S.)***

*(Page 260)*

The Master of Administrative Science (M.A.S.) graduate degree program, offered through the University's School of Public and Global Affairs is a 30- credit program at Vancouver.